IPEDS

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

FOUR- AND TWO-YEAR INSTITUTIONS
JANUARY 1986

CS Form 24, 1/86

IPEDS

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

FOUR- AND TWO-YEAR INSTITUTIONS
JANUARY 1986

Completion Instructions—when the survey is completed, return to your State Coordinator for forwarding to the National Center for Education Statistics (NCES). If your institution is not represented by a Coordinator at the State level, return the survey form directly to:

IPEDS Processing Center – VSE
P.O. Box 4907
Alexandria, VA 22303-0907

Questions—if there are any questions about this form, contact:

Susan G. Broyles
(202) 254-6503

Due Date—January 31, 1986

This form is authorized by law (20 U.S.C. 1221 e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

staff, and salaries.

Why and How Was It Developed?

One of the tasks charged to the Center for Statistics (CS) by Congress is to report on the condition of postsecondary education in the United States. To do this, CS must describe postsecondary education and follow changes in its size, character, providers, and participants.

In the past, CS has accomplished this through three major surveys: The Higher Education General Information Survey (HEGIS), The Vocational Education Data System (VEDS), and The Survey of Noncollegiate Postsecondary Schools with Occupational Programs. The data from these surveys have been supplemented by "special studies," including periodic HEGIS surveys (e.g., Residence and Migration of College Students, Surveys of College and University Libraries); a sample survey of Recent College Graduates, Fast Response Surveys, and collaborative surveys with other Federal agencies. Through the development, implementation and operation of these surveys, CS became aware of several inherent methodological problems. For example, because of considerable overlap in the data collection universes associated with HEGIS and VEDS, institutions involved in both of these collection efforts were confronted with extra data burden. Even so, CS could not synthesize the extra information due to differences in data definitions, survey procedures, and the like. I

In recognition of these problems and based upon recommendations from the PSE community, CS developed the Integrated Postsecondary Education Data System (IPEDS) over a three-year period. IPEDS encompasses all providers of postsecondary education and permits a complete and adequate description of the postsecondary education enterprise. Throughout its development, every step was taken to ensure that IPEDS meets the following objectives:

- o Eliminate duplication and redundancy in postsecondary education data collection;
- o Minimize data burden;
- o Permit similar data to be comparable across postsecondary sectors;
- o Allow for the unique factors of the different postsecondary sectors; and
- o Provide valid and reliable statistics from postsecondary education providers.

Definition of Postsecondary Education

This system defines postsecondary education as the provision of formal instructional programs whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This is to include programs whose purpose is academic,

education is conducted by a variety of providers, however, IPEDS is ed to those institutions (or an entity within an institution) whose ry purpose is the provision of postsecondary education. The follow- roviders are included in the conceptual framework underlying the data collection:

I. Baccalaureate or Higher Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that award at least a baccalaureate or higher degree in one or more programs.

I. Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that confer at least a two-year formal award (certificate or associate degree) or have a two-year program that is creditable toward a baccalaureate or higher degree in one or more programs, but do not award a baccalaureate degree.

I. Less Than Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and whose programs are less than two years in duration and result in a terminal occupational award, or are creditable toward a formal two-year or higher award.

- Definitions that are both (1) relevant to all providers of postsecondary education and (2) consistent among components of the system have been formulated and tested.
- A set of data elements has been established to identify characteristics common to all providers of postsecondary education.
- Specific data elements have been established to define the unique characteristics of various providers of postsecondary education.
- Relationships and dependencies among the several components of IPEDS have been established to avoid duplicate reporting and enhance the policy relevance and analytic potential of the data.
- IPEDS has recognized the problems involved in trying to make inter-State and inter-institutional comparisons using CS postsecondary data and has addressed many of these problems through the use of clarfying questions - questions that ask what was or was not included in a reported count or total.
- Specialized but compatible reporting formats have been developed for different sectors of postsecondary education providers. In general, the reports developed for postsecondary institutions granting baccalaureate and higher degrees are the most extensive; forms for the 2-year, and less-than-2-year award granting sectors request less data. This design feature accommodates

tional sectors.

The system consists of several integrated components that will obtai and disseminate information on who provides postsecondary educatio (institutions), who participates in it and completes it (students), wha programs are offered and what programs are completed, and the resource involved in the provision of institutionally based postsecondary educa- tion, both human resources and financial resources. Specifically, thes components include:

- Institutional Characteristics
- Total Institutional Activity
- Fall Enrollment (and Compliance Report)
- Fall Enrollment in Occupationally Specific Programs
- Residence of First-time Students
- Completions (and Compliance Report)
- Finance
- Staff
- Salaries of Full-time Instructional Faculty
- Libraries in Postsecondary Institutions

...throughout the Nation. These systems are accessed by over 5 million potential students each year.

- Information on your school will help influence federal and state policy decisions on student financial aid and other funding issues.

- It will allow military and industrial recruiters to identify sources for special skills.

- Data will facilitate economic development in your local area by identifying concentrations of trained manpower.

- It will allow you to become aware of other schools offering similar programs and services.

- It will keep you informed of changes in the supply of trained manpower and the availability of specialized programs.

- IPEDS is part of the Vocational Education Plan for Postsecondary Education (PL 98-524).

- It will reduce the need to respond to multiple education-related surveys, and will facilitate the collection of State-level data.

June 1985, and approved unanimously by the SHEEO Association members
their annual conference in July 1985 that each State should plan and elop its own coordination response plan for carrying out certain IPEDS ated functions. A key part of the recommendation involved each SHEEO, Chief State School Officer (CSSO), initiating together discussion n other appropriate state personnel their State's coordinated response n and then informing CS of that plan.

Accordingly, the SHEEO/CS Network Project Director, John Wittstruck, te all of the State's SHEEO's on July 30, 1985. He asked them to tact their State's CSSO and, with that person, invite an appropriate up of State-level representatives to a series of meetings to plan that te's coordinated response to IPEDS. Wittstruck asked that the final n be summarized in a letter to CS signed by both the SHEEO and the), and that that letter should contain the following key information:

1. The name, title, agency, address, and phone number of the designated State-wide IPEDS Coordinator;
2. The name, titles, agencies, addresses, and phone numbers of the members of the State's Coordinated Response Team;
3. The names, titles, agencies, addresses, and telephone numbers of the persons who participated in developing the State's coordinated response plan (if different from #2 above);
4. Description of how the State's coordinated response plan will operate including: a) how the survey instruments for the

Forty-four States (including the District of Columbia and Puerto Rico) have appointed a single, Statewide IPEDS coordinator. Eight States have appointed two IPEDS coordinators. In such cases, responsibilities are segmented between the collegiate and non-collegiate institutions, or between the public collegiate institutions and all other kinds of institutions in the State. Listed below are the names of the Statewide IPEDS Coordinators for each State. Contact your State's coordinator for information about 1) procedures to be followed in the State's coordinated response plan when you collect and submit IPEDS data; and 2) the names, addresses and phone numbers of your State's Coordinated Response Team members with whom you may be working.

ALABAMA: ALL INSTITUTIONS

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The Alabama Commission of Higher Education
One Court Square, Suite 221
Montgomery, AL 36197
Phone: (205) 269-2700

ALASKA: ALL INSTITUTIONS

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Commission on Postsecondary Education
Pouch FP - State Office Building
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Phone: (907) 465-2854

e: (602) 255-3109

NSAS: TWO-YEAR AND ABOVE

Spraggins
ciate Director
sas Department of Higher
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e Rock, AR 72201
e: (501) 371-1441

NSAS: LESS THAN TWO YEAR

Steward
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tional and Technical Division
ation Building-West
e Rock, AR 72201
e (501) 371-1855

FORNIA: ALL BUT PROPRIETARY

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rmation Systems Supervisor
ornia Postsecondary Education
mission
- 12th Street
amento, CA 95814
e: (916) 322-8022

RADO: ALL INSTITUTIONS

Chisholm
ctor of Information,
agement and Research
ssion on Higher Education
Broadway, 2nd Floor
er, CO 80203
e: (303) 866-2723

CONNECTICUT: STATE VOCATIONAL-TECHNICAL SCHOOLS

Ann Santagata
State Department of Education
P.O. Box 2219
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Phone (203) 566-5541

DELAWARE: ALL INSTITUTIONS

John F. Corrozi
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Delaware Postsecondary Education
  Commission
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Phone (302) 571-3240

WASHINGTON, D.C.: ALL INSTITUTIONS

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anta, GA 30334
ne: (404) 656-2213

RGIA: PRIVATE INSTITUTIONS

d Kiehle
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te Board of Postsecondary
ocational Education
n Towers West, Suite 1004
anta, GA 30334
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AII: ALL INSTITUTIONS

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INOIS: ALL INSTITUTIONS

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rd of Higher Education
Reisch Building
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ingfield, IL 62701
ne (217) 782-2551

napolis, IN 46204
: (317) 232-1898

PUBLIC FOUR-YEAR UNIVERSITIES

t J. Barak
y Executive Secretary
irector of Academic Affairs/
earch
Board of Regents
State Office Building
Moines, IA 50319
: (515) 281-3939

ALL OTHER INSTITUTIONS

Johnson
College Aid Commission
rt Building
Moines, IA 50309
e: (515) 281-3501

AS: ALL INSTITUTIONS

an Efird
arch Analyst
as Legislative Educational
anning Committee
e House, Room 545-North
ka, KS 66612
e: (913) 296-3181

JCKY: ALL INSTITUTIONS

D. McDade
ciate Director for Higher
ucation Statistics
ucky Council on Higher Education
U.S. 127 South
kfort, KY 40601
e (502) 564-7980

LOUISIANA: LESS THAN TWO YEAR

Elaine Webb
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MAINE: UNIVERSITY OF MAINE SYSTEM

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MAINE: ALL ELSE

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: (406) 444-6570

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: ALL INSTITUTIONS

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Occupational Information
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HOMA: ALL INSTITUTIONS

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guidance planners.

he Center for Statistics worked closely with the National Occu-
al Information Coordinating Committee (NOICC) and the State Occupa-
Information Coordinating Committees (SOICCs) so that we could
data needed for their Statewide Career Information Delivery System
. We included data items on the IC form for this specific purpose
ducing a postsecondary school file.

IDS deliver national, State and local information to individuals
e exploring careers or seeking employment. They provide relevant
tional and educational information for making job and career
ons that people face at different stages of their lives.

he systems offer an important resource for vocational and career
ion programs, career and employment counseling, job placement,
ucational planning. They can be used throughout a State, in a wide
y of settings, such as secondary schools, postsecondary institutions,
ies, public and private job development and training facilities,
ment agencies, vocational rehabilitation centers, and community-
organizations.

n the past, with the HEGIS survey, data for each survey was on a
te tape. Now, for the first time, key characteristics such as size
institution, program offerings and tuition will be merged with the
utional Characteristics data to develop a postsecondary school file.

Education Data System (IPEDS) does not duplicate other data collection activities involving postsecondary education providers. In addition to assessing the data collection efforts of other Federal agencies (e.g., National Science Foundation, Department of Agriculture, Department of Defense, Census Bureau, Bureau of Labor Statistics) through examination of their forms, CS has had on-going discussions with other Education Department offices (e.g., Office for Civil Rights (OCR), Office of Postsecondary Education (OPE), Office of Vocational and Adult Education (OVAE)) and with the Equal Employment Opportunity Commission (EEOC) to ascertain their need for data and the role IPEDS can play in meeting those needs. Duplication has been avoided and data needs have been incorporated into IPEDS. Some specifics of CS efforts to avoid duplication are detailed below.

Table A indicates the postsecondary institutional and State collection activities of various Federal programs and their relationship to IPEDS.

Racial/ethnic detail was collected by CS for the first time in the fall 1976 to satisfy compliance requirements of the Office for Civil Rights (OCR). Inclusion of these race categories in the 1976 Fall Enrollment survey made it possible for OCR to eliminate its own Higher Education Compliance Report for that year and to establish a mechanism for collecting compliance data biennially through CS surveys. Cooperation between OCR and CS has also resulted in the use of CS surveys to collect racial/

will collect much more limited staff data from smaller institutions. CS will then pass the EEO-6 staff report along with the IPEDS staff data so a comprehensive picture of staff in postsecondary education can be drawn. This coordination will begin in 1987. ED, CS and EEOC have drafted an agreement document to formalize this coordination effort. In 1985 EEOC will use CS' universe and the IPEDS institutional characteristics data in lieu of collection of separate IC information on the EEO-6 form. Not only does this avoid duplication, it helps to reduce burden.

CS is the only centralized bureau that provides for the collection and dissemination of national statistics on postsecondary education. One result of CS efforts, and data system such as IPEDS, is the standardization of postsecondary data element definitions and reporting formats across the States and institutions. Standardization effectively reduces duplicative reporting and respondent burden because States tend to use CS data as the core for their own postsecondary data collection activities; and there is less need for States or institutions to collect data on their own from other States and institutions.

To ensure that IPEDS would help reduce duplication by providing a national data base in postsecondary education, CS examined State non-Federal data collection efforts in great depth and has been in close contact with State officials and institutional personnel throughout IPEDS' development. See below for outside consultations.

ghout the development of the project, opportunities have been taken

scuss the project with data respondents, federal agencies, data

, and any other interested parties. The number of persons contacted

the past three years is literally in the hundreds. Reactions have

solicited and incorporated into the work completed thus far.

ights of this consultation process, which will be discussed below,

de:

a. Formulation of a National Planning Committee to serve in an ongoing advisory capacity to the project.

b. Discussion with Federal agency personnel, Congressional Committee members and private associations on their needs for postsecondary education data.

c. Formulation of two committees composed entirely of data providers and subject matter experts to review all drafts of IPEDS finance and student data forms.

d. Discussions of draft forms with data users and providers: State agency personnel, Federal agencies, postsecondary education association researchers.

e. Feasibility site visits.

f. The American Library Association for the libraries in postsecondary institutions component.

g. Workshops on IPEDS State agency representatives.

h. The Association for Institutional Research (AIR) Task Force.

National Planning Committee (NPC). This committee has met six time since December, 1982, and along with CS personnel, has defined th basic parameters of IPEDS. These parameters included:

1. Definition of the universe of interest; and

2. Types of data to be collected.

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SURVEYS OF POSTSECONDARY INSTITUTIONS (Cont

Type of Data	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED
Staff							
Fall Staff (supplemental to EEOC) ^^	C(U)*	U	U*	C			
Sex	C(U)*	U	U*	C			
Race/ethnicity				C			
Salaries by intervals				C			
Salaries of Full Time Instructional Faculty	C	U					U
Total Credit Activity	C	U					U

C = Agency collects data

U = Agency uses data

* = Agency would collect data, if another agency were not already collecting these data.

^^ = IPEDS will collect data only from those institutions in the PSE univers not surveyed by EEOC and in less detail than EEOC.

POSTSECONDARY SURVEYS OF INDIVIDUALS

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED
udinal							
or High							
l students		C			U*	U	U
r and							
more followup)							
acteristisc		C			U*		U
ial Needs		C			U*		U
se taking							
terns		C			U*	U	U
ow-ups					U*	U	U
oyer							
low-up		C			U*	U	
ers		C			U*	U	
udinal study of							
econdary students		C			U*		U
acteristics		C			U*		U
ial Needs		C			U*		U
se taking patterns		C			U*		U
ers		C			U*	U	
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ow-ups		C			U*	U	
oyer Follow up		C			U*	U	

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ency would collect data, if another agency were not already
llecting these data.

e a	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED	NO
ticipation								
Adult Education		U*					U	
Non-Credit		U*					U	
Non-traditional Providers		U*				U		
Adult Basic Education		U*						
Recreational/ Vocational Education		U*						
low-up		C					U*	
ur-year Degree ecipients								
st-time, ll-time								
eshmen							C	
haracteristics							C	
ttitude							C	
inancial Aid							C	
dent Financial d Application rms							C	
ff in PSE								
aracteristics		C			U*	U		
b Status		C			U*			
edentials		C			U*			
lary/Earnings					U*			
scription of acilities		C			U*	U		

Agency collects data

Agency uses data

Agency would collect data, if another agency were not already collecting these data.

POSTSECONDARY SURVEYS OF STATES

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED	N
ion of nds by ative e					U*	U*	C^^	
and t hour ements for Programs								
git CIP					C	U		
xpenditures islative e					U*	C	U	
Year					U*	C	U	
diture Year tical to VEDS cial form, A)					U*	C	U	
populations ogram access					C			
tional definintion pecial populations within State ations and for l service delivery					C			
ities related to ss and accommendation								

ncy collects data

ncy uses data

ncy would collect data, if another agency were not eady collecting these data.

llected by the Office of Planning, Budgeting, and Evaluation

ype of ata	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Oth ED
articipation in Postsecondary Education		U*					
Non-credit		U*					U
Collegiate Education		U*					U
Vocational Education		U*					U
Non-traditional Providers		U*					U

= Agency collects data

= Agency uses data

= Agency would collect data, if another agency were not already collecting these data.

VI. HOW INSTITUTIONS FIT INTO THE IPEDS SYSTEM

Your institution will fit into the IPEDS system based on its control (public, private non-profit, private profit) and highest level of offering. The category in which your institution fits determines the forms that will be sent to your institution.

Table B provides a matrix indicating which forms each of the different types of institutions will receive.

DEFINITIONS:

Public - An educational institution operated by publicly elect appointed school officials in which the program and activities are the control of these officials and which is supported primarily by funds.

Private (Non-Profit) - An educational institution which is control an individual or by an agency other than a State, a subdivision State, or the Federal government, usually which is supported primar other than public funds, and the operation of whose program rests other than publicly elected or appointed officials.

Private (Profit) - An educational institutional that is under p control and whose profits derived from revenues are subject to tax

Less Than Two-Year Award Institutions - Institutions or subsidiar ments whose primary purpose is the provision of postsecondary edu and whose programs are less than two years in duration. These in tions offer, at a minimum, one program that results in a terminal o tional award, or is creditable toward a formal two-year or higher The categories in this group are characterized by length of progra number of programs offered.

Two-Year Award Institutions - Institutions or subsidiary elements primary purpose is the provision of postsecondary education and confer at least a two-year formal award (certificate or associate d or have a two-year program that is creditable toward a baccalaure

higher degree in one or more program areas. These institutions cann award a baccalaureate degree. The categories within this group a characterized by length of program, and number program area offering

Baccalaureate or Higher Institutions - Institutions or subsidiary el ments whos primary purpose is the provision of postsecondary educati and that confer at least a baccalaureate or higher degree in one or mo programs. The categories within this group are characterized by type award, number of program, and number of awards conferred.

Type of Control	Public	Private Non-Profit	Private Profit	Public	Private Non-Profit	Private Profit	Public 1/	Private Non-Profit	Private Profit
Characteristics	IC1	IC1	IC1	IC2	IC2	IC3	IC2	IC3	IC3
ment	EF1	EF1	EF1	EF2	EF2	EF2	EF3	EF3	EF3
tutional	EA1	EA1	EA1	EA2	EA2	EA2	EA2	EA3	EA3
lly Specific nrollment	EP	EP	EP	EP	EP	EP	EP	EP	EP
First-Time	R1	R1	R1	R2	R2				
	C1	C1	C1	C2	C2	C2	C3	C3	C3
d Expenditures	F1	F1	F1	F1	F1	F2	F3	F2	F2
	S	S	S	S	S	S	S	S	S
d Fringe Benefits ime Instructional	SA	SA	SA	SA	SA		SA		
	L	L	L	L	L	L	L	L	L

1/ cational-Technical schools operated by Local Educational Agencies

condary Certificate, Award or Diploma At Least t Less Than Two Academic Years.	(8) Post-Master's Certificate
ate's Degres	(9) Doctor's Degree
condary Certificate, Award or Diploma of At Two But Less Than Four Academic Years	(10) First-Professional Degree
or's Degree	(11) First-Professional Certificate (Post Degree)

VII. PERIODICITY OF IPEDS SURVEYS

IPEDS Component

Institutional Characteristics

Fall Enrollment (totals)
  Race/ethnicity
  Age

Fall Enrollment in Occupationally
  Specific Programs
  Totals by Program
  Racial/ethnicity by Program

Residence of First-Time Students

Institutional Activity

Completions
  Totals by Award by Program
  Race/ethnicity by Award and Program Area

Finance

Staff

Salaries of Full-time Instructional
  Faculty

Libraries

Ev

A. IPEDS IMPLEMENTATION SCHEDULE

IPEDS Component	1986	1987	1988	198
Institutional Characteristics	X	X	X	X
Institutional Activity		X	X	X
Fall Enrollment	X	X	X	X
with R/E data	X		X	
with age data		X		
Occupational Specific Program Enrollment with R/E data		X		X
Completions	H	X	X	X
with R/E data		X		X
Finance	H	X	X	X
Staff		X		X
Salaries and Fringe Benefits		X		X
Residence of First-Time Students	X		X	
Libraries			X	

H indicates HEGIS survey will be conducted.

All forms in each cycle of data collection will be mailed out
15[1]/ of each year except for Institutional Characteristics wh
mailed in November of each year. Because of the different na
requirements of the data, however, the due dates, closeout da
subsequently the data release dates will vary by component.

1/The partial mail-out of IPEDS forms in 1986 will not take p
August.

B. IPEDS SURVEY SCHEDULE OF DUE DATES

	Form	Due Date
Institutional Characteristics	IC	January 1
Fall Enrollment	EF	November
Fall Enrollment in Occupationally Specific Programs	EP	November
Institutional Activity	EA	October 1
Completions	C	October 1
Residence of First-Time Students	R	November 1
Finance	F	November 1
Fall Staff	S	November 1
Salaries of Full-Time Instructional Faculty	SA	November 1
Libraries	L	November 1

VIII. FORMS INFORMATION FOR 2 YEARS AND ABOVE INSTITUTIONS

	Type of Control and Highest Level of Offering	Suggested Respondent	Periodicity	Initial Collection	Coverage	Du
	All types Bacc/or higher	Pres. Office	Annual	12/85	1985-86 Academic yr	1
	Public, and Private Non-profit/ at least 2 yr but less than Baccalaureate	Pres. Office	Annual	12/85	1985-86 Academic yr.	1
	Private Profit at least 2-yr but less than Baccalaureate	Pres. Office	Annual	12/85	1985-86 Academic yr	1
ry Report	All types Bacc or Higher	Registrar Inst Research	Annual	IPEDS 86	Fall 1986	11
iance Report & field tudy)	All types Bacc or Higher	Registrar Inst Research	Biennial	IPEDS 86	Fall 1986	11
B - Age	All types Bacc or Higher	Registrar Inst Research	Every 4 yrs.	IPEDS 87	Fall 1987	11
ry Report	All types at least 2-yr but less than Bacc	Registrar Inst Research	Annual	IPEDS 86	Fall 1986	11
iance Report)	All types at least 2-yr but less than Bacc	Registrar Inst Research	Biennial	IPEDS 86	Fall 1986	11
B - Age			Every 4 years	IPEDS 87	Fall 1987	11
)	All types 2 yrs. and above with Occup Programs	Registrar Inst Research	Biennial	IPEDS 87	Fall 1987	11
A & B Credit	All Types Bacc or Higher	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10
C Headcount	All types Bacc or Higher	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10

EA 2 Parts A & B Total Credit Hours	All types At least 2-yr, but less than Bacc	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/1
Part C Undup. Headcount	All types At least 2-yr but less than Bacc	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/1
R 1	All types Bacc or Higher	Registrar Inst Research Admissions	Biennial	IPEDS 86	Fall 86	11/1
R 2	Public, & Private Non-profit at least 2 yr but less than Baccalureate	Registrar Inst Research Admissions	Biennial	IPEDS 86	Fall 86	11/1
C 1 Summary Report	All types Bacc or Higher	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/
Compliance Report Summary Report	All types Bacc or Higher	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/
C 2 Summary Report	All types at least 2 -yr but less than Baccalaureate	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/
Compliance Report (Race)	All types at least 2-yr but less than Baccalaureate	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/
L	All types 2-yrs and above with Libraries	Librarian	Every 4 yrs	IPEDS 88	Fiscal yr 88 & Fall 88	11/
F 1	All types Bacc or Higher	Business Officer Comptroller	Annual	IPEDS 87	Fiscal yr 87	11/

Private Profit at least 2-yr but less than Baccalaureate	Business Officer Comptroller	Annual	IPEDS 87	Fiscal Yr.	11/15/
All Types 2-yrs. and Above	Pres. Office Academic Dean	Biennial	IPEDS 87	Fall 87	11/15/8
All Types 2-yrs. and Above	Pres. Office Comptroller	Biennial	IPEDS 87	Fall 87	11/15/8

INSTITUTIONAL CHARACTERISTICS
(Form IC1)

A. PURPOSE

The Institutional Characteristics (IC) data are the foundation of the entire IPEDS system. These data elements constitute the primary information that is necessary to interrelate and understand other descriptive kinds of statistical data about education, such as enrollments, staff, graduates, and finance.

The information is essential to:

- establish the survey control file for IPEDS;
- create the basis for the National School File;
- define parameters for establishing specific postsecondary institutional sectors; and
- develop data collection sampling frames.

The primary purpose of the Institutional Characteristics (IC) component of IPEDS is to collect the basic data that describe the universe of postsecondary education institutions in the United States and its outlying areas. The resulting data file will be used as a control file for the entire IPEDS system and will allow for meaningful aggregation of data for presentation and publication of final survey results.

B. USES OF DATA

IC will collect those characteristics on which data files may be sorted and institutions can be identified for research purposes, data analysis and sample selection. For example, information on enrollment and program titles obtained from proprietary institutions on the IC survey

will allow CS to sample this sector for all other IPEDS compone
greatly reducing the burden to this sector.

In addition to the need for these data within CS and the D
of Education (Title III and Higher Education Act programs and th
for Civil Rights utilize data from IPEDS institutions), other
agencies rely on the data base (which is made available on tape
resulting list of postsecondary institutions. For example,
Federal agencies as well as private corporations require accr
information about institutions for financial aid purposes,
matching grant programs.

Because the data base lists the programmatic accreditation
institution, it also can be used: to determine the accreditation
institutions applying for research grants; to aid institution
evaluation of credentials of applicants for admission to pro
schools; to aid employers (including the Office of Personnel M
and various military branches) in evaluating credentials of jo
cants; and to provide students with basic information on the in
they plan to attend.

In summary, the Institutional Characteristics information
the cornerstone of the CS postsecondary data collection.

C. PERIODICITY

Institutional Characteristics data will be collected on a
basis from all institutions in the IPEDS universe.

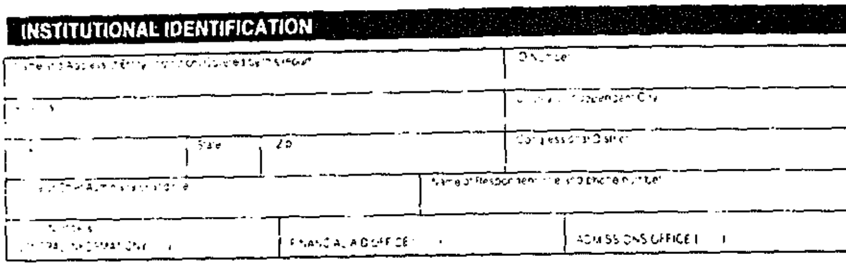
The initial mailout of survey forms was made in December
some 16,000 providers of postsecondary education. In subseque

respondents will be requested to update the data that they provided the previous year, whereas, newly identified institutions will respond on a blank survey form.

D. COVERAGE

The Institutional Characteristics survey will be mailed to every institution in the IPEDS universe.

All institutions that offer a baccalaureate or above award should complete Form IC1.


INSTITUTIONAL IDENTIFICATION

ADMISSIONS OFFICE

In the space provided at the top of the report, enter the

tion's name and mailing address, and copy your 7-digit ID number

preprinted address label on the cover page. Also enter the nam

area code and phone number of the person responsible for compl

report.

1. Corporate Name and Address - Enter the full name and maili of the institution, including 9-digit zip code (if know should appear in an institutional listing.

2. Name and Title of Chief Administrator of Institution - Ent name and title of the chief administrator of the entity this report. (Example: President, Chancellor, Provost, etc

3. Telephone numbers - Enter the telephone numbers for genera mation inquiries, Financial Aid Office, and the Admissio

4. Respondent - Enter the name, title, and telephone number o person responsible for completing this report.

. Location of Institution - Enter the name of the county or independent city in which your administrative unit is located.

. Congressional District - Enter the number(s) of the congressional district(s) in which the institution is located. If the entity is physically located in more than one congressional district, please indicate the number of each district and place an asterisk (*) beside the number of the district in which the main administrative office is located.

Each survey form should have a preprinted address label in the lower ght corner of the cover page to the Institutional Characteristics surey form. When entering your institution's full name and mailing address the institutional identification portion of the form, please be sure carefully enter your 7-digit identification number which can be found the preprinted label.

```
                                                   ## #####  — ID
   Institution XX                                              CODE
   XXXXX
   City, ST    Zip                                      xx
```

This number is extremely crucial to the conduct of the survey since will be used for control purposes throughout the processing of the orm.

The telephone numbers that are entered should be those that the nstitution wishes to have made available to the public since they will ecome part of the National School File.

PART A - ORGANIZATION AND ACCREDITATION

PART A ORGANIZATION AND ACCREDITATION

1. **The Institution (entity) covered by this report is:**
   a ☐ A single institution offering instructional programs at one or more sites. Go to Question 2.
   b ☐ Part of a multi-institution system
   Name of institutional system ____________________

   This institution is a (type of institution):
   (1) ☐ Central office or system office — Please stop and return the form to NCES
   (2) ☐ Administratively equal institution. Go to Question 2
   (3) ☐ Parent institution. Go to Question 2.
   (4) ☐ Branch institution (Please continue)

   Please provide name and address of parent institution
   ____
   ____
   ____
   ____
   ____

   Indicate below (with an X in the appropriate column) whether the institutional records specified are maintained separately at your branch or by the parent institution listed above

Record or type of information	Maintained by	
	Branch	Parent institution
(a) Student records		
(b) Staff records		
(c) Revenues and expenditures		

Institutional Type - Indicate in the appropriate box the type of instit tion covered by this report. This question pertains to organization a administration, not to the location of instruction which is address in Part B.

a. Check box a if your institution operates independently of any other institution. It may conduct classes at one or mo sites, but should not have other operating branches in a other locations.

Example: University of Rhode Island

b. *If your institution is part of a multi-campus institution or* part of a system of institutions, please check box b and identify the name of the institutional system. Also please identify the type of institution your unit represents within this system as follows:

1. Check box 1 if your unit is a central or system office, i.e., strictly an administrative component. No further information is needed, please return this form to

    Example: State System of Higher Education (Pennsylvania) - Central Office

2. Check box 2 if your institution is one of the administratively-equal campuses of a central administration or system.

    Example: Shippensburg University of Pennsylvania

3. *If your institution is a parent institution* (please see definition), please check box 3 and send CS a list of branch campuses. Indicate with an asterisk (*) the schools for which the parent institution maintains student and financial records. (NOTE: IPEDS will survey these branches separately, but will send one set all other survey forms to the parent institution.)

    Example: Clarion University of Pennsylvania

4. Box 4 should be checked if your institution is a branch institution (see definition). Please also indicate whic records are separately maintained by your institution ar which are maintained by the parent institution.

Example: Clarion University of Pennsylvania - Venango Campus

2. Institutional Control or Relationship (Check all that apply):

PUBLIC
(1) ☐ Federal
(2) ☐ State
(3) ☐ Territorial
(4) ☐ School District
(5) ☐ County
(6) ☐ Township
(7) ☐ City
(8) ☐ Special District
(9) ☐ Other

PRIVATE
(10) ☐ Profit Making
(11) Nonprofit
☐ a Independent (No religious affiliation)
b Religious Affiliation
☐ Catholic
☐ Jewish
☐ Protestant (Specify) ________
☐ Other (Specify) ________

<u>Institutional Control or Relationship</u> - Indicate the appropriate control or relationship under which the institution operates. Aff with a religious group need not imply financial backing. Check the priate religious affiliation. If the religious affiliation is Pr or other, specify the denomination. If more than one response i priate, check all that apply.

Certain categories are mutually exclusive:

If your institution is publicly-controlled, check any of boxes 9;

If your school is organized for profit, check box 10;

Box 11a is exclusively for independent, nonprofit institutions religious affiliation; and

Boxes under 11b are to be used only if your institution is af with a religious organization.

3 Level of Offering (Check all that apply)

(1) ☐ Postsecondary Certificate, Award or Diploma of Less Than One Academic Year

(2) ☐ Postsecondary Certificate, Award or Diploma of At Least One But Less Than Two Academic Years

(3) ☐ Associate's Degree

(4) ☐ Postsecondary Certificate, Award or Diploma of At Least Two But Less Than Four Academic Years

(5) ☐ Bachelor's Degree

(6) ☐ Postbaccalaureate Certificate

(7) ☐ Master's Degree

(8) ☐ Post-Master's Certificate

(9) ☐ Doctor's Degree

(10) ☐ First-Professional Degree

(11) ☐ First-Professional Certificate (Post-Degree)

*One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours

<u>Level of Offering</u> - Check all applicable levels for all credit offered at this institution. Program levels are identified on of either recognition for their completion, or duration, or a co thereof.

(1) through (4) - Note that these categories are differen the basis of length of programs. Do not designate the cate the basis of the terminology used by the institution to these completions. All references to length of study interpreted to mean the equivalent of full-time academic ye is, at least 1 but less than 2 years refers to the number or the courseload that would normally be completed by a student attending within the stated time periods. One acad equals 30 semester credit hours or its equivalent, or 90 hours of instruction.

(5), (7), (9), and (10) - Indicate those degree levels for institution is authorized to make formal awards.

(6), (8), (11) - Indicate programs for which the institution offers formal recognition at these levels. Examples might be additional credit hours needed to complete licensure requirements; refresher courses in any technical or professional area; certificates of competency (for example, in performing arts); or advanced work that does not meet the requirements for the next higher degree but constitutes an organized body of study and is recognized by the institution.

DEFINITIONS

POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (LESS THAN 1 ACADEMIC YEAR). Requires the completion of a program that would be completed in less than 1 academic year (2 semesters or 3 quarters) or less than 900 contact hours by a student enrolled full-time.

POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST ONE BUT LESS THAN TWO ACADEMIC YEARS). Requires completion of an organized program of study at the postsecondary level of instruction of at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

ASSOCIATE'S DEGREE. Normally requires at least 2 but less than 4 years of full-time equivalent college work.

POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST TWO BUT LESS THAN FOUR ACADEMIC YEARS). Requires completion of an organized program of study at the postsecondary level in at least two but less than four

full-time equivalent academic years, or designed for completion at least 60 but less than 120 credit hours, or at least 1,800 but less than 3,600 contact hours.

BACHELOR'S DEGREE. Normally requires at least 4 but not more years of full-time equivalent college work. This includes ALL bac degrees conferred in a COOPERATIVE or WORK-STUDY PLAN or PROGR cooperative plan provides for alternate class attendance and emp in business, industry, or government; thus, it allows the stu combine actual work experience with his college studies. Also i bachelor's degrees in which the normal 4 years of work is complet years.

POSTBACCALAUREATE CERTIFICATE. Requires completion of an organiz gram of study requiring 30 credit hours beyond the bachelor's d for persons who have completed a baccalaureate degree, but which d meet the requirements of academic degrees carrying the title of

MASTER'S DEGREE. Requires the successful completion of a prog study of at least the full-time equivalent of 1 but not more academic years of work beyond the bachelor's degree.

POST-MASTER'S CERTIFICATE. Requires completion of an organized of study of 60 credit hours beyond the master's degree, but does n the requirements of academic degrees at the doctor's level.

DOCTOR'S DEGREE. Requires work at the graduate level that termin a doctor's degree. The doctor's degree classification include

degrees as Doctor of Education, Doctor of Juridical Science, Doctor Public Health, and the Ph.D. degree in any field whether agronomy, f technology, education, engineering, public administration, opthalmolo radiology, etc. (In the case of the Doctor of Public Health, the pr professional degree is generally earned in the closely related professi- al field of medicine or of sanitary engineering.)

FIRST-PROFESSIONAL DEGREE. Requires completion of a program that me all three of the following criteria: (1) completion of the acade requirements to begin practice in the profession; (2) at least 2 years college work prior to entrance to the program; and (3) a total of least 6 academic years of college work to complete the degree progr including prior required college work plus the length of the professio curriculum itself.

First-professional degrees may be awarded in the follwoing ten fiel

Chiropractic (D.C.)	Optometry (O.D.)
Medicine (M.D.)	Pharmacy (D.Phar.)
Osteopathic Medicine (D.O.)	Veterinary Medicine (D.V.M.)
Podiatry (Pod.D. or D.P.)	Law (L.L.B., J.D.)
Dentistry (D.D.S. or D.M.D.)	Theology (M.Div. or M.H.L.)

FIRST-PROFESSIONAL CERTIFICATE (POST-DEGREE). Requires completion of organized program of study designed for persons who have completed first-professional degree. Examples could be refresher courses, additional units of study to a specialty or subspecialty.

4. Does this institution offer any formally organized programs (either academic or occupational) with well defined complet requirements that do not lead to a formal award?
a ☐ No ☐ Yes If yes, are they: ☐ Undergraduate
☐ Graduate

<u>No Formal Award Programs</u> - Indicate whether this institution o grams with stated occupational objectives and well-defined requirements that do not lead to a formal award.

5. This *institution* is accredited by the following (Check all that apply):
(1) ☐ National
(2) ☐ Regional Accrediting Agency
(3) ☐ State Accrediting or Approval Agency
(4) ☐ Not Applicable

<u>Institutional Accreditation</u> - Indicate the types of agencies whi it this institution.

6. Do any programs in this institution have specialized accreditation recognized by the U.S. Department of Education? Refer to the attached list
a ☐ No b. ☐ Yes If yes, please list the specialized program accreditations by code number in the spaces provided.
AGENCY CODES: ____ ____ ____ ____ ____ ____ ____ ____

<u>Programmatic Accreditation</u> - If this institution has programs specialized accreditation by programmatic accrediting agencie nized by the U. S. Department of Education (Higher Education a tional/Vocational Institutional Eligibility Agencies), refer to attached list and enter the appropriate code number of the progr itation in the spaces provided.

LIST OF ACCREDITING BODIES RECOGNIZED BY THE DEPARTMENT OF EDUCATION

Accrediting Board for Engineering and Technology, Inc.

1.1	ENG	ENGINEERING (professional degree and graduate programs)
1.2	ENGT	ENGINEERING TECHNOLOGY (associate and baccalaureate degree programs)

Accrediting Bureau of Health Education Schools

2.1	MAAB	MEDICAL ASSISTANT EDUCATION (private schools and programs)
2.2	MLTAB	MEDICAL LABORATORY TECHNICIAN EDUCATION (private schools with associate degree and certificate programs)
2.3	AHE	ALLIED HEALTH EDUCATION (private schools and programs)

Accrediting Commission on Education for Health Services Administration

3.1	HSA	HEALTH SERVICES ADMINISTRATION (graduate degree programs)

Accrediting Council on Education in Journalism and Mass Communication

4.1	JOUR	JOURNALISM (professional, baccalaureate and graduate degree programs)

American Academy of Microbiology

5.1	MICB	MICROBIOLOGY (postdoctoral programs)

American Assembly of Collegiate Schools of Business

6.1	BUS	BUSINESS (baccalaureate and graduate programs in business and management)
6.2	BUSA	BUSINESS (baccalaureate and master's programs in accountancy)

American Association of Bible Colleges

7.1	BI	BIBLE COLLEGE EDUCATION (Bible colleges and institutes offering undergraduate programs)

American Association for Marriage and Family Therapy

8.1	MFCC	MARRIAGE AND FAMILY THERAPY (clinical training programs)
8.2	MFCD	MARRIAGE AND FAMILY THERAPY (graduate degree programs)

American Association of Nurse Anesthetists

9.1	ANEST	NURSE ANESTHESIA (professional schools/programs)

American Bar Association

10.1	LAW	LAW (professional schools)

American Board of Funeral Service Education

11.1	FUSER	FUNERAL SERVICE EDUCATION (independent schools and collegiate departments)

American College of Nurse-Midwives

12.1	MIDWF	NURSE MIDWIFERY (basic education programs)

American Council on Pharmaceutical Education

13.1	PHAR	PHARMACY (professional degree programs)

American Dental Association

14.1	DA	DENTAL ASSISTING
14.2	DH	DENTAL HYGIENE
14.3	DT	DENTAL TECHNOLOGY
14.4	DENT	DENTISTRY (programs leading to D.D.S. or D.M.D. degrees and advanced general dentistry and dental specialty programs and general practice residency programs)

American Dietetic Association

15.1	DIET	DIETETICS (coordinated undergraduate programs)
15.2	DIETI	DIETETICS (postbaccalaureate internship programs)

American Library Association

16.1	LIB	LIBRARIANSHIP (graduate professional degree programs)

American Medical Association, Committee on Allied Health Education and Accreditation

17.1	APCP	ASSISTANT TO THE PRIMARY CARE PHYSICIAN
17.2	BBT	SPECIALIST IN BLOOD BANK TECHNOLOGY
17.3	CYTO	CYTOTECHNOLOGIST
17.4	DMS	DIAGNOSTIC MEDICAL SONOGRAPHER
17.5	EEG	ELECTROENCEPHALOGRAPHIC TECHNOLOGIST
17.6	EMT	EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC
17.7	HT	HISTOLOGIC TECHNICIAN/TECHNOLOGIST
17.8	MAC	MEDICAL ASSISTANT
17.9	MLTAD	MEDICAL LABORATORY TECHNICIAN (associate degree)
17.10	MLTC	MEDICAL LABORATORY TECHNICIAN (certificate)
17.11	MRA	MEDICAL RECORD ADMINISTRATOR
17.12	MRT	MEDICAL RECORD TECHNICIAN
17.13	MT	MEDICAL TECHNOLOGIST
17.14	NMT	NUCLEAR MEDICINE TECHNOLOGIST
17.15	OMA	OPHTHALMIC MEDICAL ASSISTANT
17.16	OT	OCCUPATIONAL THERAPIST
17.17	PERF	PERFUSIONIST
17.18	RAD	RADIOGRAPHER
17.19	RSTH	RESPIRATORY THERAPIST
17.20	RSTHT	RESPIRATORY THERAPY TECHNICIAN
17.21	RTT	RADIATION THERAPY TECHNOLOGIST
17.22	SURGA	SURGEON'S ASSISTANT
17.23	SURGT	SURGICAL TECHNOLOGIST

American Optometric Association

18.1	OPT	OPTOMETRY (professional programs)
18.2	OPTR	OPTOMETRY (residency programs)
18.3	OPTT	OPTOMETRY (technician programs)

American Osteopathic Association

19.1	OSTEO	OSTEOPATHIC MEDICINE (programs leading to D.O. degree)

American Physical Therapy Association

20.1	PTA	PHYSICAL THERAPY (professional programs)
20.2	PTAA	PHYSICAL THERAPY (programs for the physical therapist assistant)

American Podiatric Medical Association

21.1	POD	PODIATRY (professional and graduate degree programs)

American Psychological Association

22.1	CLPSY	PSYCHOLOGY, CLINICAL (doctoral programs)
22.2	COPSY	PSYCHOLOGY, COUNSELING (doctoral programs)
22.3	IPSY	PSYCHOLOGY, PROFESSIONAL (predoctoral internship programs)
22.4	PSPSY	PSYCHOLOGY, PROFESSIONAL/SCIENTIFIC (doctoral programs)
22.5	SCPSY	PSYCHOLOGY, SCHOOL (doctoral programs)

American Society of Landscape Architects

23.1	LSAR	LANDSCAPE ARCHITECTURE (undergraduate and graduate degree programs)

American Speech-Language-Hearing Association
24.1 AUD AUDIOLOGY (master's degree programs)
24.2 SP SPEECH LANGUAGE PATHOLOGY (master's degree programs)

American Veterinary Medical Association
25.1 ADVET VETERINARY MEDICINE (two-year program for the animal technician)
25.2 VET VETERINARY MEDICINE (professional programs leading to D V M or V M D degrees)

Association for Clinical Pastoral Education
26.1 PAST CLINICAL PASTORAL EDUCATION (basic, advanced, and supervisory clinical pastoral education programs)

Association of Advanced Rabbinical and Talmudic Schools
27.1 RABN RABBINICAL AND TALMUDIC EDUCATION (advanced Rabbinical and Talmudic schools)

Association of Independent Colleges and Schools
28.1 JRCB BUSINESS (private junior colleges and business schools)
28.2 SRCB BUSINESS (private senior colleges and business schools)
28.3 PPB BUSINESS (private postsecondary schools and programs)

Association of Theological Schools in the United States and Canada
29.1 THEOL THEOLOGY (graduate schools of theology)

Council on Chiropractic Education
30.1 CHIRO CHIROPRACTIC (programs leading to D C degree)

Council on Education for Public Health
31.1 CHE COMMUNITY HEALTH EDUCATION (graduate programs)
31.2 CHPM COMMUNITY HEALTH/PREVENTIVE MEDICINE (graduate programs)
31.3 PH PUBLIC HEALTH (graduate schools of public health)

Council on Social Work Education
32.1 SW SOCIAL WORK (baccalaureate and master's degree programs)

Foundation for Interior Design Education Research
33.1 FIDER INTERIOR DESIGN (professional and technical programs)

Liaison Committee on Medical Education
34.1 MED MEDICINE (programs leading to M D degree)

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped
35.1 BVH BLIND AND VISUALLY HANDICAPPED EDUCATION (postsecondary vocational education programs)

National Accrediting Commission of Cosmetology Arts and Sciences
36.1 COSME COSMETOLOGY

National Architectural Accrediting Board, Inc
37.1 ARCH ARCHITECTURE (professional degree programs)

National Association for Practical Nurse Education and Service, Inc
38.1 PNE NURSING (practical nurse programs)

National Association of Schools of Art and Design
39.1 ART ART (professional schools and programs)

National Association of Schools of Dance
40.1 DANCE DANCE (professional schools and programs)

National Association of Schools of Music
41.1 MUS MUSIC (baccalaureate and graduate degree programs)

National Association of Schools of Theatre
42.1 THEA THEATRE (professional schools and programs)

National Association of Trade and Technical Schools
43.1 NATTS OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION (associate and baccalaureate degree programs)
43.2 NONAT OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION (non-degree programs)

National Council for Accreditation of Teacher Education
44.1 TED TEACHER EDUCATION (baccalaureate and graduate degree programs)

National Home Study Council
45.1 NHSC HOME STUDY EDUCATION (associate and higher degree programs)

National League for Nursing, Inc
46.1 ADNUR NURSING (associate degree programs)
46.2 DNUR NURSING (diploma programs)
46.3 NUR NURSING (baccalaureate and higher degree programs)
46.4 PNUR NURSING (practical nurse programs)

Society of American Foresters
47.1 FOR FORESTRY (baccalaureate and higher professional degree programs)

Commission on Opticianry Accreditation
48.1 OPD OPTICIANRY (2-year programs for the ophthalmic dispenser)
48.2 OPLT OPTICIANRY (1-year program for the ophthalmic laboratory technician)

PART B - CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

PART B CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

1. Predominant calendar system at this institution (Check one):
   (1) ☐ Semester
   (2) ☐ Quarter
   (3) ☐ Trimester
   (4) ☐ 4-1-4 Plan
   (5) ☐ Differs Program by Program
   (6) ☐ Other (Specify) ____________

2. Please check below all locations where credit/non-credit courses are offered.

CREDIT	NON-CREDIT
a ☐ In-State	a ☐ In-State
b ☐ Out-of-State	b. ☐ Out-of-State
c ☐ Abroad	c ☐ Abroad

3. Please check below all facilities where credit/non-credit courses are offered.

CREDIT	NON-CREDIT
a ☐ On-campus	a. ☐ On-campus
b ☐ Correctional facility	b. ☐ Correctional facility
c ☐ Local Education Agency facility	c. ☐ Local Education Agency facility
d ☐ Other Government facility	d. ☐ Other Government facility
e ☐ Non-Government facility	e. ☐ Non-Government facility
f ☐ Other	f ☐ Other

4. Does your institution offer credit courses at military installations? (Check all that apply)
   a ☐ In States and/or Territories b. ☐ Abroad c ☐ No credit courses offered

IF YOURS IS AN UPPER DIVISION OR FIRST PROFESSIONAL INSTITUTION *ONLY*, GO TO QUESTION 7.

5. Does this institution use any of the following information as part of the selection process for entering freshmen?
   (1) ☐ High school diploma or its equivalent
   (2) ☐ High school class standing
   (3) ☐ Admissions test scores
       ☐ SAT
       ☐ ACT
       ☐ Other
   (4) ☐ Residency
   (5) ☐ Evidence of ability to benefit from instruction
   (6) ☐ Age
   (7) ☐ Score on the Test of English as a Foreign Language (TOEFL) for foreign applicant or an equivalent test
   (8) ☐ Other (Specify) ____________

Questions 1 through 5 are self explanatory.

6. What was the average high school percentile rank of your last entering freshman class? ____________ (average percentile rank)

Average High School Percentile - Indicate the average percentile rank of all students in your last entering freshman class. Compute the average by summing the percentile ranks for all entering freshmen and divide by the number of entering freshmen included in the sum. If it is not possible to compute the average, please estimate it.

7 Do you have a University Without Walls or an Open University?

a [ ] No   b [ ] Yes

Example: New York State Board of Regents

External Degree Program

8 Does your institution offer (credit/noncredit) activities using any of the following selected modes of instruction? (Check all that apply):

a Credit activities

(1) [ ] Work in a program-related setting with pay

(2) [ ] Work in a program-related setting without pay

(3) [ ] Home Study

[ ] Correspondence

[ ] Radio and TV

[ ] Newspaper

b Non-credit activities

(1) [ ] Work in a program-related setting with pay

(2) [ ] Work in a program-related setting without pay

(3) [ ] Home Study

[ ] Correspondence

[ ] Radio and TV

[ ] Newspaper

Modes of Instruction - For credit and non-credit activities separ indicate from the choices listed all of the types of instructional ery that are employed by the institution at any of its locations. list is not intended to be exhaustive, and omits the more tradi instructional modes.

a. Experience in a job-related setting, with pay, could incl programs in which substantial periods of academic stu ternate with work for pay in industries and occupations are the objectives of the program. It could also employment held simultaneously with instruction if the e ment was considered an integral part of the program. research and teaching assistantships here.

b. Experience in a job-related setting, without pay, could student/practice teaching or unpaid interships.

9 **Selected student services offered by your institution (Check all that apply):**

- (1) [ ] Remedial instructional programs
- (2) [ ] Academic/career counseling
- (3) [ ] Employment services for current students
- (4) [ ] Placement services for program completers
- (5) [ ] Assistance for visually impaired
- (6) [ ] Assistance for the hearing impaired
- (7) [ ] Access for the mobility impaired
- (8) [ ] On-campus day care for children of students
- (9) [ ] None of the above

<u>Selected Student Services</u> - Indicate which of the selected services are provided for students at the institution. Check "remedial programs" if the institution has either required or voluntary activities designed to raise basic achievement levels or to improve basic skills. Include day care if the service is available, whether or not enrollees are charged a fee.

*
*   IF YOUR INSTITUTION ENROLLS FULL-   *
*   *
*   TIME STUDENTS.   *
*   *
****

PART C - STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

PART C STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

TUITION AND REQUIRED FEES (Use in-State charges if applicable)

1 **Does your institution enroll any full-time students?**
a ☐ No. Go to Part D   b ☐ Yes, please continue

2 **Is an application fee for admission required by your institution?**
a ☐ No   b ☐ Yes
$ ________ Undergraduate amount
$ ________ Graduate amount

3 **For full-time undergraduate students, are there different tuition and fees charges for:**
a Different undergraduate levels (e.g. freshman, sophomore, junior, senior)
☐ No   ☐ Yes
b Different undergraduate instructional programs?
☐ No   ☐ Yes

4 **How do you charge full-time undergraduate students?**
a (1) ☐ Flat fee for tuition
Amount $ ________ Per __ semester
__ quarter
__ program
__ year
(2) Range of credit hours covered by this flat fee
______ Min to ______ Max

b ☐ Per hour
Amount $ ________ Per __ semester credit hour
__ quarter credit hour
__ contact hour
__ other, specify ________
c ☐ No full-time undergraduate students

5 **Typical tuition and required fees for a full-time student for the 1985-86 academic year. (DO NOT include room and board charges)**

	AMOUNT
a Undergraduate student	
(1) In-State student	$ ________
(2) Out-of-State student	$ ________
b Graduate student	
(1) In-State student	$ ________
(2) Out-of-State student	$ ________

6 **Tuition and required fees for a full-time student for the 1985-86 academic year in first-professional programs:**
☐ Not Applicable

(1) $ ______ Chiropractic (D.C.)
(2) $ ______ Dentistry (D.D.S. or D.M.D.)
(3) $ ______ Medicine (M.D.)
(4) $ ______ Optometry (O.D.)
(5) $ ______ Osteopathic Medicine (D.O.)
(6) $ ______ Pharmacy (D.Phar.)
(7) $ ______ Podiatry (Pod.D., D.P., or D.P.M.)
(8) $ ______ Veterinary Medicine (D.V.M.)
(9) $ ______ Law (LL.B. or J.D.)
(10) $ ______ Theology (M.Div. or M.B.L.)
(11) $ ______ Other (Specify) ________

7 **Do you provide dormitory facilities for your students?**
a ☐ No   b ☐ Yes   If yes, please list the typical room charges for a student for the 1985-86 academic year.
Amount $ ________

8 **Do you provide meal plans for your students?**
a ☐ No   b ☐ Yes   If yes, please list the typical board charges for a student for the 1985-86 academic year.
Amount $ ________
Days per week for which board charge is applicable (Check one):
5 days ☐   6 days ☐   7 days ☐

9 **For full-time undergraduate students, please report the standard or average amounts for the following items (e.g., th amounts used by your financial aid office for computing student financial aid awards):**

	Amount (whole dollars)
a Books and supplies	$ ________
b Transportation	$ ________
c Room and board (for non-dormitory students)	$ ________
d Miscellaneous expenses	$ ________

PART C of the Institutional Characteristics form is relatively self-explanatory. When reporting tuition and fees in question 5, be sure to report for the entire academic year. This amount should not include allowances for room and board - report those charges in questions 7 and 8. For institutions that provide free room and board, enter "0" on the amount line.

PART C - STUDENT CHARGES

A. General Instructions

It is recognized that tuition and required fees and room and board charges may not be the same for all students at an institution. Therefore, please be guided by the following:

1. Report tuition and fees charged to in-State students if charges vary.

2. *Include all fixed sum charges which are REQUIRED of such a large* proportion of all students that the student who does not pay the charges is an exception.

3. Do not include any charges which are clearly optional.

4. If the institution has a single lump-sum charge for tuition, required fees, room, and board, please apportion the lump-sum charges among the appropriate categories to answer questions about tuition or fees.

B. Data Items to be Completed

1. Enrollment of Full-Time Students - Indicate if your inst enrolls any students on a full-time basis. If not, s Part D.

2. Application Fee - If your institution charges an applica fee, please indicate the amount.

3. Charge Variations - This applies to full-time undergradu dents only. Indicate whether there are different tuit fees charges for the different undergraduate levels or di instructional programs.

4. Basis for Charging Full-Time Undergraduate Students - In whether a flat fee or credit hour charge is used to es total charges for full-time students. If a flat fee is and a range of credit hours is permitted, provide the and maximum number of credit hours.

5. Typical Tuition and Required Fees - Enter in the spaces the dollar amount of tuition and required fees for an a year most frequently charged to each of the types of fu students indicated. If tuition is charged on a per cred basis, multiply the charge per credit hour by the nu hours that would normally be required per academic complete a degree at the level indicated.

   a. Undergraduate students include (1) those who have r tained a bachelor's degree; (2) all students in bac

degree programs which require at least 4 years but fewe than 6 years of college work; and (3) all students i occupational or general study programs requiring 1, 2, o 3 years of college work and which are designed to prepar students for immediate employment, or to provide genera education rather than as the first 1, 2, 3 years of a bachelor's degree program.

b. Graduate students are those who have attained at least one standard bachelor's degree or first-professional degree and are or could be candidates for master's or doctor's degrees. DO NOT include candidates for the degrees of D.P.M., D.D.S., D.M D., M.D., O.D., D.O., D.V.M., LL.B., J.D., B.D., or other firstprofessional degrees.

6. Tuition and Required Fees for First-Professional Programs - enter in the spaces provided the dollar amount of tuition and required fees for an academic year charged to full-time students in each of the first-professional programs offered at this institution.

7.- 8. Typical Room and Board Charges - If this institution maintains dormitory facilities, report as room charges (for an academic year) the charge to a typical, full-time student sharing a room with one other student.

Report as the board charge (for an academic year) the charge to a typical student. Check the number of days

per week for which the board charges are applicab 6, or 7). If board charges are calculated on a d ent basis (such as number of meals), estimate the ber of days that would be covered by the board co amount.

If the institution makes a combined charge for ro board, estimate the proportions of the total char each of the categories.

9. Average Cost of Attendance Information - Enter in the spa provided, the average amounts a typical full-time undergr student would expect to pay/spend to attend your instit If dormitory facilities or room and board are provided, charges should be reported in questions 7 and 8; rep question 9.c., the average amount for students not liv dormitories. If your institution is eligible for s financial aid, report those amounts used by the financi office for computing awards. Otherwise, please estimate amounts.

PART D PARTICIPATION IN FEDERAL PROGRAMS

1. Is this institution eligible to participate in any of the following Federal student financial aid programs? (Check all that apply for the current academic year)

(1) ☐ Veterans Administration (VA)
(2) ☐ Pell Grants
(3) ☐ Supplementary Educational Opportunity Grants (SEOG)
(4) ☐ Guaranteed Student Loans (GSL)
(5) ☐ College Work Study (CWS)
(6) ☐ National Direct Student Loan (NDSL)
(7) ☐ Higher Education Assistance Loan (HEAL)
(8) ☐ Other Federal student financial aid programs
(9) ☐ Not eligible for any of the above

2. Does this institution offer instruction through the Job Training Partnership Act (JTPA)?

a ☐ No   b ☐ Yes   c. ☐ Do not know

3. Does this institution offer training through the Reserve Officers Training Corps (ROTC)?

a ☐ No   b. ☐ Yes (Check all that apply)
(1) ☐ Army   (3) ☐ Air Force
(2) ☐ Navy

PART D - PARTICIPATION IN FEDERAL PROGRAMS

1. Eligibility for Federal Programs - Indicate for which of these Federal programs the institution is eligible. This list is not intended to be exhaustive.

2. Job Training Partnership Act - Indicate whether this institution offers instruction through the Job Training Partnership Act (JTPA)

3. Reserve Officer Training Corps. - Indicate whether this institution participates in programs under the sponsorship of the U.S. Armed Forces. Check all those services tht offer instructional programs recognized by the institution.

This section should be completed by institutions that a
CS universe. Schools that have participated in the HEGIS
have to complete this section.

PART E ADDITIONAL INFORMATION (FOR INSTITUTIONS NEW TO THE UNIVERSE ONL

1 Please list the Classification of Instructional Program (CIP) code and title of all instructional programs offered a institution. Refer to the attached list.

CIP CODE	PROGRAM TITLE

(Use additional sheets if necessary)

Instructional Programs - Please list the CIP code and title
tional programs offered at your institution. Use the at
from the Classification of Instructional Programs (CIP)
program codes and titles.

2 How many persons are employed full time at this institution?
a ☐ Less Than 15 b ☐ 15 or More

Full-Time Staff - Please indicate how many persons are em
institution according to the categories shown.

3 At this institution:
a Are all instructional faculty employed on a part-time basis?
☐ No ☐ Yes
b Do all instructional faculty contribute services (e.g., are members of a religious order), or are they all milita
☐ No ☐ Yes
c Do all instructional faculty teach preclinical or clinical medicine?
☐ No ☐ Yes

Instructional Faculty - This item refers to ALL instruct
Please answer parts a, b, and c.

DEFINITION

INSTRUCTIONAL FACULTY. Members of the Instruction/Research Staff whose primary assignment is instruction including those with release time for research.

INSTITUTIONAL CHARACTERISTICS
(Form IC2)

A. PURPOSE

The Institutional Characteristics (IC) data are the foundatio the entire IPEDS system. These data elements constitute the pri information that is necessary to interrelate and understand other desc tive kinds of statistical data about education, such as enrollme staff, graduates, and finance.

The information is essential to:

- establish the survey control file for IPEDS;
- create the basis for the National School File;
- define parameters for establishing specific postsecondary institutional sectors; and
- develop data collection sampling frames.

The primary purpose of the Institutional Characteristics (IC) co nent of IPEDS is to collect the basic data that describe the univers postsecondary education institutions in the United States and its ou ing areas. The resulting data file will be used as a control file the entire IPEDS system and will allow for meaningful aggregation of for presentation and publication of final survey results.

B. USES OF DATA

IC will collect those characteristics on which data files ma sorted and institutions can be identified for research purposes, analysis and sample selection. For example, information on enrol and program titles obtained from proprietary institutions on the IC su

greatly reducing the burden to this sector.

In addition to the need for these data within CS and the D of Education (Title III and Higher Education Act programs and th for Civil Rights utilize data from IPEDS institutions), other agencies rely on the data base (which is made available on tape) resulting list of postsecondary institutions. For example, Federal agencies as well as private corporations require accre information about institutions for financial aid purposes, I matching grant programs.

Because the data base lists the programmatic accreditation f institution, it also can be used: to determine the accreditation of institutions applying for research grants; to aid institutions evaluation of credentials of applicants for admission to profe schools; to aid employers (including the Office of Personnel Man and various military branches) in evaluating credentials of job cants; and to provide students with basic information on the inst they plan to attend.

In summary, the Institutional Characteristics information ser the cornerstone of the CS postsecondary data collection.

C. PERIODICITY

Institutional Characteristics data will be collected on an basis from all institutions in the IPEDS universe.

The initial mailout of survey forms was made in December 19 some 16,000 providers of postsecondary education. In subsequent

respondents will be requested to update the data that they provided the previous year, whereas, newly identified institutions will respond on a blank survey form.

D. COVERAGE

The Institutional Characteristics survey will be mailed to every institution in the IPEDS universe.

All public or private non-profit institutions that offer at least 2 but less than 4 year awards should complete Form IC2.

E. INSTRUCTIONS FOR COMPLETING THIS FORM - IC2

INSTITUTIONAL IDENTIFICATION

Name and Address of Entity (Institution) Covered by this Report			ID Number
Address			County or Independent City
City	State	Zip	Congressional District
Name of Chief Administrator and Title		Name of Respondent, Title, and phone number	
Phone Numbers GENERAL INFORMATION ( )	FINANCIAL AID OFFICE ( )		ADMISSIONS OFFICE ( )

In the space provided at the top of the report, enter the inst tion's name and mailing address, and copy your 7-digit ID number from preprinted address label on the cover page. Also enter the name, ti area code and phone number of the person responsible for completing report.

1. Corporate Name and Address - Enter the full name and mailing add of the institution, including 9-digit zip code (if known), a should appear in an institutional listing.

2. Name and Title of Chief Administrator of Institution - Enter the name and title of the chief administrator of the entity covere this report. (Example: President, Chancellor, Provost, etc.)

3. Telephone numbers - Enter the telephone numbers for general info mation inquiries, Financial Aid Office, and the Admissions Off

4. Respondent - Enter the name, title, and telephone number of the person responsible for completing this report.

. Location of Institution - Enter the name of the county or independent city in which your administrative unit is located.

. Congressional District - Enter the number(s) of the congressional district(s) in which the institution is located. If the entity is physically located in more than one congressional district, please indicate the number of each district and place an asterisk (*) beside the number of the district in which the main administrative office is located.

Each survey form should have a preprinted address label in the lower ight corner of the cover page to the Institutional Characteristics surey form. When entering your institution's full name and mailing address n the institutional identification portion of the form, please be sure o carefully enter your 7-digit identification number which can be found n the preprinted label.

## #####	— ID CODE
Institution XX	
XXXXX	
City, ST Zip xx	

This number is extremely crucial to the conduct of the survey since t will be used for control purposes throughout the processing of the orm.

The telephone numbers that are entered should be those that the nstitution wishes to have made available to the public since they will ecome part of the National School File.

TYPES OF POSTSECONDARY

1. Does this institution offer instruction primarily for persons who have completed or left high school?

a ☐ Yes

b ☐ No, but eligible for Federal Student Financial Aid (Please continue)

c ☐ No and *not* eligible for Federal Student Financial Aid (If you checked c, please stop here and return the form to NCES)

2. Is this instruction (Check all that apply):

(1) ☐ Occupational (resulting in entry level job skills)

(2) ☐ Academic leading to a certificate, degree or diploma

(3) ☐ Continuing professional

(4) ☐ Recreational or avocational

(5) ☐ Adult basic or remedial instruction or high school equivalency

If you checked ONLY 4 or 5 please stop and return the form to NCES

These questions are asked to verify the inclusion of this tion on the CS list of institutions and agencies offering all postsecondary education. Postsecondary education is the prov formal instructional programs with curricula designed prima students who have completed the requirements for a high school c its equivalent. This is to <u>include</u> programs of academic, vocat continuing professional education, and to <u>exclude</u> avocational basic education programs.

<u>DEFINITIONS</u>

<u>ACADEMIC PROGRAM</u>. Instructional program of a professional or n tionally specific nature leading toward an associate's, b master's, doctor's, or first-professional degree or resulting that can be applied to one of these degrees.

<u>AVOCATIONAL PROGRAMS</u>. Instructional programs in personal in leisure categories whose expressed intent is <u>not</u> to produce pos credits, nor lead to a formal award or an academic degree, or occupationally specific skills.

PART A - ORGANIZATION AND ACCREDITATION

PART (A) ORGANIZATION AND ACCREDITATION

1. The institution (entity) covered by this report is:

a. ☐ A single institution offering instructional programs at one or more sites Go to Question 2
b ☐ Part of a multi-institution system
Name of institutional system: ______________________

This institution is a (type of institution):

(1) ☐ Central office or system office — Please stop and return the form to NCES
(2) ☐ *Administratively equal institution Go to Question 2*
(3) ☐ Parent institution Go to Question 2.
(4) ☐ Branch Institution (Please continue)

Please provide name and address of parent institution

____

____

____

____

____

Indicate below (with an X in the appropriate column) whether the institutional records specified are maintained separately at your branch or by the parent institution listed above.

Record or type of information	Maintained by	
	Branch	Parent Institution
(a) Student records		
(b) Staff records		
(c) Revenues and expenditures		

Institutional Type - Indicate in the appropriate box the type of institution covered by this report. This question pertains to organization and administration, not to the location of instruction which is addressed in Part B.

a. Check box a if your institution operates independently of any other institution. It may conduct classes at one or more sites, but should not have other operating branches in any other locations.

Examples: Rowan Technical College

part of a system of institutions, please c
identify the name of the institutional syst
identify the type of institution your unit r
this system, as follows:

1. Check box 1 if your unit is a central or s
i.e., strictly an administrative compone
information is needed, please return th
Example: Montgomery College - Centra

2. Check box 2 if your institution is one of
tively-equal campuses of a central adminis
system.
Example: Montgomery College - German

3. If your institution is a parent institutio
definition), please check box 3 and send
branch campuses. Indicate with an aste
schools for which the parent institution
student and financial records. (NOTE:
survey these branches separately, but will
all other survey forms to the parent insti
Example: Northern Virginia Community
College - Annandale Campus

4. Box 4 should be checked if your institution is a branch institution (see definition). Please also indicate whic records are separately maintained by your institution an which are maintained by the parent institution.

Example: Northern Virginia Community College-
Loudon Campus

2. **Institutional Control or Relationship (Check all that apply):**

PUBLIC	PRIVATE
(1) [ ] Federal	(10) [ ] Profit Making
(2) [ ] State	(11) Nonprofit
(3) [ ] Territorial	[ ] a Independent (No religious affiliation)
(4) [ ] School District	b Religious Affiliation
(5) [ ] County	[ ] Catholic
(6) [ ] Township	[ ] Jewish
(7) [ ] City	[ ] Protestant (Specify) ________
(8) [ ] Special District	[ ] Other (Specify) ________
(9) [ ] Other	

<u>Institutional Control or Relationship</u> - Indicate the appropriate form o control or relationship under which the institution operates. Affiliatio with a religious group need not imply financial backing. Check th appropriate religious affiliation. If the religious affiliation i Protestant or other, specify the denomination. If more than one respons is appropriate, check all that apply.

Certain categories are mutually exclusive:

If your institution is publicly-controlled, check any of boxes 1 through 9;

If your school is organized for profit, check box 10;

Box IIa is exclusively for independent, nonprofit ins

no religious affiliation; and

Boxes under IIb are to be used only if your institutio

with a religious organization.

3 Level of Offering (Check all that apply)
(1) ☐ Postsecondary Certificate, Award or Diploma of Less Than One Academic Year
(2) ☐ Postsecondary Certificate, Award or Diploma of At Least One But Less Than Two Academic Years
(3) ☐ Associate's Degree
(4) ☐ Postsecondary Certificate, Award or Diploma of At Least Two But Less Than Four Academic Years
(5) ☐ Other (Specify) ___

*One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours.

<u>Level of Offering</u> - Check all applicable levels for all offered at this institution. Program levels are identifi of either recognition for their completion, or duration, c thereof.

(1) through (4) - Note that these categories are on the basis of length of programs. Do not desig gories on the basis of the terminology used by the describe these completions. All references to le should be interpreted to mean the equivalent of demic years; that is, at least 1 but less than 2 the number of credits or the course load that wo completed by a full-time student attending within the time periods. One academic year equals 30 semeste or its equivalent, or 900 contact hours of instructi

DEFINITIONS

POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (LESS THAN I ACADEMIC YEAR) Requires the completion of a program that would be completed in le than I academic year (2 semesters or 3 quarters) or less than 9 contact hours by a student enrolled full-time.

POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST ONE BUT LESS THAN TWO ACADEMIC YEARS). Requires completion of an organized program study at the postsecondary level of instruction of at least one but le than two full-time equivalent academic years, or designed for completi in at least 30 but less than 60 credit hours, or in at least 900 b less than 1,800 contact hours.

ASSOCIATES DEGREE. Normally requires at least 2 but less than 4 years full-time equivalent college work.

POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST TWO BUT LESS THAN FOUR ACADEMIC YEARS). Requires completion of an organized program study at the postsecondary level in at least two but less than fo full-time equivalent academic years, or designed for completion in least 60 but less than 120 credit hours, or at least 1,800 but le than 3,600 contact hours.

a ☐ No ☐ Yes

No Formal Award Programs - Indicate whether this institution offers programs with stated occupational objectives and well-defined comp requirements that do not lead to a formal award.

5 This institution is accredited by the following (Check all that apply):

(1) ☐ National
(2) ☐ Regional Accrediting Agency
(3) ☐ State Accrediting or Approval Agency
(4) ☐ Not Applicable

Institutional Accreditation - Indicate the types of agencies which a it this institution.

6 Do any programs in this institution have specialized accreditation recognized by the U.S. Department of Education?
Refer to the attached list
a ☐ No b ☐ Yes If yes, please list the specialized program accreditations by code number in the spaces provided
AGENCY CODES ______ ______ ______ ______ ______ ______ ______ ______

Programmatic Accreditation - If this institution has programs tha specialized accreditation by programmatic accrediting agencies, nized by the U. S. Department of Education (Higher Education and O tional/Vocational Institutional Eligibility Agencies), refer to the attached list and enter the appropriate code number of the program a itation in the spaces provided.

LIST OF ACCREDITING BODIES RECOGNIZED BY THE DEPARTMENT OF EDUCATION

Accrediting Board for Engineering and Technology, Inc

1.1 ENG ENGINEERING (professional degree and graduate programs)
1.2 ENGT ENGINEERING TECHNOLOGY (associate and baccalaureate degree programs)

Accrediting Bureau of Health Education Schools

2.1 MAAB MEDICAL ASSISTANT EDUCATION (private schools and programs)
2.2 MLTAB MEDICAL LABORATORY TECHNICIAN EDUCATION (private schools with associate degree and certificate programs)
2.3 AHE ALLIED HEALTH EDUCATION (private schools and programs)

Accrediting Commission on Education for Health Services Administration

3.1 HSA HEALTH SERVICES ADMINISTRATION (graduate degree programs)

Accrediting Council on Education in Journalism and Mass Communication

4.1 JOUR JOURNALISM (professional, baccalaureate and graduate degree programs)

American Academy of Microbiology

5.1 MICB MICROBIOLOGY (postdoctoral programs)

American Assembly of Collegiate Schools of Business

6.1 BUS BUSINESS (baccalaureate and graduate programs in business and management)
6.2 BUSA BUSINESS (baccalaureate and master's programs in accountancy)

American Association of Bible Colleges

7.1 BI BIBLE COLLEGE EDUCATION (Bible colleges and institutes offering undergraduate programs)

American Association for Marriage and Family Therapy

8.1 MFCC MARRIAGE AND FAMILY THERAPY (clinical training programs)
8.2 MFCD MARRIAGE AND FAMILY THERAPY (graduate degree programs)

American Association of Nurse Anesthetists

9.1 ANEST NURSE ANESTHESIA (professional schools/programs)

American Bar Association

10.1 LAW LAW (professional schools)

American Board of Funeral Service Education

11.1 FUSER FUNERAL SERVICE EDUCATION (independent schools and collegiate departments)

American College of Nurse-Midwives

12.1 MIDWF NURSE MIDWIFERY (basic education programs)

American Council on Pharmaceutical Education

13.1 PHAR PHARMACY (professional degree programs)

American Dental Association

14.1 DA DENTAL ASSISTING
14.2 DH DENTAL HYGIENE
14.3 DT DENTAL TECHNOLOGY
14.4 DENT DENTISTRY (programs leading to D.D.S. or D.M.D. degrees and advanced general dentistry and dental specialty programs and general practice residency programs)

American Dietetic Association

15.1 DIET DIETETICS (coordinated undergraduate programs)
15.2 DIETI DIETETICS (postbaccalaureate internship programs)

American Library Association

16.1 LIB LIBRARIANSHIP (graduate professional degree programs)

American Medical Association, Committee on Allied Health Education and Accreditation

17.1 APCP ASSISTANT TO THE PRIMARY CARE PHYSICIAN
17.2 BBT SPECIALIST IN BLOOD BANK TECHNOLOGY
17.3 CYTO CYTOTECHNOLOGIST
17.4 DMS DIAGNOSTIC MEDICAL SONOGRAPHER
17.5 EEG ELECTROENCEPHALOGRAPHIC TECHNOLOGIST
17.6 EMT EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC
17.7 HT HISTOLOGIC TECHNICIAN/TECHNOLOGIST
17.8 MAC MEDICAL ASSISTANT
17.9 MLTAD MEDICAL LABORATORY TECHNICIAN (associate degree)
17.10 MLTC MEDICAL LABORATORY TECHNICIAN (certificate)
17.11 MRA MEDICAL RECORD ADMINISTRATOR
17.12 MRT MEDICAL RECORD TECHNICIAN
17.13 MT MEDICAL TECHNOLOGIST
17.14 NMT NUCLEAR MEDICINE TECHNOLOGIST
17.15 OMA OPHTHALMIC MEDICAL ASSISTANT
17.16 OT OCCUPATIONAL THERAPIST
17.17 PERF PERFUSIONIST
17.18 RAD RADIOGRAPHER
17.19 RSTH RESPIRATORY THERAPIST
17.20 RSTHT RESPIRATORY THERAPY TECHNICIAN
17.21 RTT RADIATION THERAPY TECHNOLOGIST
17.22 SURGA SURGEON S ASSISTANT
17.23 SURGT SURGICAL TECHNOLOGIST

American Optometric Association

18.1 OPT OPTOMETRY (professional programs)
18.2 OPTR OPTOMETRY (residency programs)
18.3 OPTT OPTOMETRY (technician programs)

American Osteopathic Association

19.1 OSTEO OSTEOPATHIC MEDICINE (programs leading to D.O. degree)

American Physical Therapy Association

20.1 PTA PHYSICAL THERAPY (professional programs)
20.2 PTAA PHYSICAL THERAPY (programs for the physical therapist assistant)

American Podiatric Medical Association

21.1 POD PODIATRY (professional and graduate degree programs)

American Psychological Association

22.1 CLPSY PSYCHOLOGY, CLINICAL (doctoral programs)
22.2 COPSY PSYCHOLOGY, COUNSELING (doctoral programs)
22.3 IPSY PSYCHOLOGY, PROFESSIONAL (predoctoral internship programs)
22.4 PSPSY PSYCHOLOGY, PROFESSIONAL/SCIENTIFIC (doctoral programs)
22.5 SCPSY PSYCHOLOGY, SCHOOL (doctoral programs)

American Society of Landscape Architects

23.1 LSAR LANDSCAPE ARCHITECTURE (undergraduate and graduate degree programs)

American Speech-Language-Hearing Association
24.1 AUD AUDIOLOGY (master's degree programs)
24.2 SP SPEECH-LANGUAGE PATHOLOGY (master's degree programs)

American Veterinary Medical Association
25.1 ADVET VETERINARY MEDICINE (two-year program for the animal technician)
25.2 VET VETERINARY MEDICINE (professional programs leading to D V M or V M D degrees)

Association for Clinical Pastoral Education
26.1 PAST CLINICAL PASTORAL EDUCATION (basic, advanced, and supervisory clinical pastoral education programs)

Association of Advanced Rabbinical and Talmudic Schools
27.1 RABN RABBINICAL AND TALMUDIC EDUCATION (advanced Rabbinical and Talmudic schools)

Association of Independent Colleges and Schools
28.1 JRCB BUSINESS (private junior colleges and business schools)
28.2 SRCB BUSINESS (private senior colleges and business schools)
28.3 PPB BUSINESS (private postsecondary schools and programs)

Association of Theological Schools in the United States and Canada
29.1 THEOL THEOLOGY (graduate schools of theology)

Council on Chiropractic Education
30.1 CHIRO CHIROPRACTIC (programs leading to D C. degree)

Council on Education for Public Health
31.1 CHE COMMUNITY HEALTH EDUCATION (graduate programs)
31.2 CHPM COMMUNITY HEALTH-PREVENTIVE MEDICINE (graduate programs)
31.3 PH PUBLIC HEALTH (graduate schools of public health)

Council on Social Work Education
32.1 SW SOCIAL WORK (baccalaureate and master's degree programs)

Foundation for Interior Design Education Research
33.1 FIDER INTERIOR DESIGN (professional and technical programs)

Liaison Committee on Medical Education
34.1 MED MEDICINE (programs leading to M D. degree)

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped
35.1 BVH BLIND AND VISUALLY HANDICAPPED EDUCATION (postsecondary vocational education programs)

National Accrediting Commission of Cosmetology Arts and Sciences
36.1 COSME COSMETOLOGY

National Architectural Accrediting Board Inc
37.1 ARCH ARCHITECTURE (professional degree programs)

National Association of Practical Nurse Education and Service, Inc
38.1 PNE NURSING (practical nurse programs)

National Association of Schools of Art and Design
39.1 ART ART (professional schools and programs)

National Association of Schools of Dance
40.1 DANCE DANCE (professional schools and programs)

National Association of Schools of Music
41.1 MUS MUSIC (baccalaureate and graduate degree programs)

National Association of Schools of Theatre
42.1 THEA THEATRE (professional schools and programs)

National Association of Trade and Technical Schools
43.1 NATTS OCCUPATIONAL TRADE AND TECHNICAL EDUCATION (associate and baccalaureate degree programs)
43.2 NDNAT OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION (non-degree programs)

National Council for Accreditation of Teacher Education
44.1 TED TEACHER EDUCATION (baccalaureate and graduate degree programs)

National Home Study Council
45.1 NHSC HOME STUDY EDUCATION (associate and higher degree programs)

National League for Nursing, Inc
46.1 ADNUR NURSING (associate degree programs)
46.2 DNUR NURSING (diploma programs)
46.3 NUR NURSING (baccalaureate and higher degree programs)
46.4 PNUR NURSING (practical nurse programs)

Society of American Foresters
47.1 FOR FORESTRY (baccalaureate and higher professional degree programs)

Commission on Opticianry Accreditation
48.1 OPD OPTICIANRY (2-year programs for the ophthalmic dispenser)
48.2 OPLT OPTICIANRY (1-year program for the ophthalmic laboratory technician)

PART B - CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

PART B CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

1. **Predominant calendar system at this institution (Check one):**
   - (1) ☐ Semester
   - (2) ☐ Quarter
   - (3) ☐ Trimester
   - (4) ☐ 4-1-4 Plan
   - (5) ☐ Differs Program by Program
   - (6) ☐ Other (Specify) ____________

2. **Please check below all locations where credit/non-credit courses are offered.**

   CREDIT
   - a ☐ In-State
   - b ☐ Out-of-State
   - c ☐ Abroad

   NON-CREDIT
   - a. ☐ In-State
   - b ☐ Out-of-State
   - c. ☐ Abroad

3. **Please check below all facilities where credit/non-credit courses are offered.**

   CREDIT
   - a ☐ On-campus
   - b ☐ Correctional facility
   - c. ☐ Local Education Agency facility
   - d. ☐ Other Government facility
   - e ☐ Non-Government facility
   - f ☐ Other

   NON-CREDIT
   - a. ☐ On-campus
   - b ☐ Correctional facility
   - c. ☐ Local Education Agency facility
   - d. ☐ Other Government facility
   - e ☐ Non-Government facility
   - f ☐ Other

4. **Does your institution offer credit courses at military installations? (Check all that apply)**
   a ☐ In States and/or Territories b. ☐ Abroad c. ☐ No credit courses offered

5. **Does this institution use any of the following information as part of the selection process for entering freshmen?**
   - 1) ☐ High school diploma or its equivalent
   - 2) ☐ High school class standing
   - 3) ☐ Admissions test scores
     - ☐ SAT
     - ☐ ACT
     - ☐ Other
   - 4) ☐ Residency
   - (5) ☐ Evidence of ability to benefit from instruction
   - (6) ☐ Age
   - (7) ☐ Score on the Test of English as a Foreign Language (TOEFL) for foreign applicant or an equivalent test
   - (8) ☐ Other (Specify) ____________

Questions 1-5 are self-explanatory.

6. What was the average high school percentile rank of your last entering freshman class? ________ (average percentile rank)

Average High School Percentile - Indicate the average percentile rank of all students in your last entering freshman class. Compute the averag

the number of enrolling ...

sible to compute the average, please estimate it.

7. Does your institution offer (credit noncredit) activities using any of the following selected modes
that apply):

a. Credit activities
   (1) ☐ Work in a program-related setting with pay
   (2) ☐ Work in a program related setting without pay
   (3) ☐ Home Study
       ☐ Correspondence
       ☐ Radio and TV
       ☐ Newspaper

b. Non-credit activities
   (1) ☐ Work in a program-related settin
   (2) ☐ Work in a program-related settin
   (3) ☐ Home Study
       ☐ Correspondence
       ☐ Radio and TV
       ☐ Newspaper

<u>Modes of Instruction</u> - For credit and non-credit acti

indicate from the choices listed all of the types of in

ery that are employed by the institution at any of it

list is not intended to be exhaustive, and omits the

instructional modes.

a. Experience in a job-related setting, with pay

   programs in which substantial periods of a

   ternate with work for pay in industries and

   are the objectives of the program. It c

   employment held simultaneously with instruct

   ment was considered an integral part of the

b. Experience in a job-related setting, without

   student/practice teaching or unpaid internsh

9 Selected student services offered by your institution (Check all that apply):

(1) ☐ Remedial instructional programs
(2) ☐ Academic career counseling
(3) ☐ Employment services for current students
(4) ☐ Placement services for program completers
(5) ☐ Assistance for visually impaired
(6) ☐ Assistance for the hearing impaired
(7) ☐ Access for the mobility impaired
(8) ☐ On campus day care for children of students
(9) ☐ None of the above

ected Student Services - Indicate which of the selected services are ovided for students at the institution. Check "remedial programs" if e institution has either required or voluntary activities designed to se basic achievement levels or to improve basic skills. Include day re if the service is available, whether or not enrollees are charged a e.

* TIME STUDENTS. *
*
****

PART C STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

PART C STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

TUITION AND REQUIRED FEES (Use in-district, in-State charges, if applicable)

1. **Does your institution enroll any full-time students?**
   a. ☐ No. Go to Part D b. ☐ Yes, please continue

2. **Is an application fee for admission required by your institution?**
   a. ☐ No b. ☐ Yes
   Amount $ ________

3. **For full-time students, are there different tuition and fees charges for:**
   a. Different student levels (e.g. freshman, sophomore)
   ☐ No ☐ Yes
   b. Different instructional programs?
   ☐ No ☐ Yes

4. **How do you charge full-time students?**
   a(1). ☐ Flat fee for tuition
   Amount: $________ Per __ semester
   __ quarter
   __ program
   __ year
   (2). Range of credit hours covered by this flat fee:
   ______ Min to ______ Max
   b. ☐ Per hour
   Amount: $________ Per __ semester credit hour
   __ quarter credit hour
   __ contact hour
   __ other, specify ____

5. **Typical tuition and required fees for a full-time student for the 1985-86 academic year. (DO NOT include room and board charges)**

	AMOUNT
(1) Local Resident (In-district)	$ ________
(2) Other in-State student, if different	$ ________
(3) Out-of-State student	$ ________

6. **Do you provide dormitory facilities for your students?**
   a. ☐ No b. ☐ Yes If yes, please list the typical room charges for a student for the 1985-86 academic year.
   Amount $ ________

7. **Do you provide meal plans for your students?**
   a. ☐ No b. ☐ Yes If yes, please list the typical board charges for a student for the 1985-86 academic year.
   Amount $ ________
   Days per week for which board charge is applicable (Check one):
   5 days ☐ 6 days ☐ 7 days ☐

8. **For full-time students, please report the standard or average amounts for the following items (e.g., the amounts used by financial aid office for computing student financial aid awards):**

	Amount (whole dollars)
a. Books and supplies	$________
b. Transportation	$________
c. Room and board (for non-dormitory students)	$________
d. Miscellaneous expenses	$________

PART C of the Institutional Characteristics form is relatively se
explanatory When reporting tuition and fees in question 5, be sure
report for the entire academic year. This amount should not incl
allowances for room and board - report those charges in questions 6
7. For institutions that provide free room and board, enter "0" on
amount line.

PART C - STUDENT CHARGES

A. General Instructions

It is recognized that tuition and required fees and room and bo
charges may not be the same for all students at an institution. The
fore, please be guided by the following.

1. Report tuition and fees charged to in-district in-State stud (local residents) if there are different charges for each your institution.

2. Include all fixed sum charges which are REQUIRED of such a l proportion of all students that the student who does not pay charges is an exception.

3. Do not include any charges which are clearly optional.

4. If the institution has a single lump-sum charge for tuition, required fees, room, and board, please apportion the lump- charges among the appropriate categories to answer questi about tuition or fees.

B. Data Items to be Completed

1. Enrollment of Full-Time Students - Indicate if yo
enrolls any students on a full-time basis. If
Part D.

2. Application Fee - If your institution charges an
please indicate the amount.

3. Charge Variations - This applies to local residen
dents only. Indicate whether there are differe
fees charges for the different student levels
instructional programs.

4. Basis for Charging Full-Time Undergraduate Studen
whether a flat fee or credit hour charge is use
total charges for full-time students. If a flat
and a range of credit hours is permitted, provi
and maximum number of credit hours.

5. Typical Tuition and Required Fees - Enter in the
ed the dollar amount of tuition and required fees
mic year most frequently charged to each of the
time students indicated. If tuition is charged o
hour basis, multiply the charge per credit hour
of hours that would normally be required per ac
complete a degree or program at the institution.

6.-7. Typical Room and Board Charges - If this institution ma tains dormitory facilities, report as room charges (for an ac demic year) the charge to a typical, full-time student shar a room with one other student.

Report as the board charge (for an academic year) the charge to a typical student. Check the number of days per week for which the board charges are applicable (5, 6, or 7). If board charges are ca culated on a different basis (such as number of meals), estimate the number of days that would be covered by the board contract amount.

If the institution makes a combined charge for ro and board, estimate the proportions of the total charge in each of the categories.

8. Average Cost of Attendance Information - Enter, in the spaces provided, the average amounts a typical full-time student wou expect to pay/spend to attend your institution. If dormito facilities or room and board are provided, these charges sho be reported in questions 6 and 7; report in question 8.c., average amount for students not living in dormitories. If yo institution is eligible for student financial aid, report th amounts used by the financial aid office for computing awar Otherwise, please estimate these amounts.

LOCAL RESIDENT. A student who is a legal resident of the

which he or she attends school.

IN-STATE STUDENT. Students who are legal residents of the Sta

they attend school.

OUT-OF-STATE-STUDENT. A student who is not a legal resident o

in which he or she attends school.

PART D PARTICIPATION IN FEDERAL PROGRAMS

1. Is this institution eligible to participate in any of the following Federal student financial aid programs? (Check all that apply for the current academic year)

(1) ☐ Veterans Administration (VA)
(2) ☐ Pell Grants
(3) ☐ Supplementary Educational Opportunity Grants (SEOG)
(4) ☐ Guaranteed Student Loans (GSL)
(5) ☐ College Work Study (CWS)
(6) ☐ National Direct Student Loan (NDSL)
(7) ☐ Higher Education Assistance Loan (HEAL)
(8) ☐ Other Federal student financial aid programs
(9) ☐ Not Eligible for any of the above

2. Does this institution offer instruction through the Job Training Partnership Act (JTPA)?

a. ☐ No b. ☐ Yes c. ☐ Do Not Know

PART D - PARTICIPATION IN FEDERAL PROGRAMS

1. Eligibility for Federal Programs - Indicate for which of these Federal Programs the institution is eligible. This list is intended to be exhaustive.

2. Job Training Partnership Act - Indicate whether this institution offers instruction through the Job Training Partnership Act (JTP

This section should be completed by institutions that are new

CS universe. Schools that have participated in the HEGIS program c

have to complete this section.

PART E ADDITIONAL INFORMATION

1. Please list the Classification of Instructional Program (CIP) code and title of all instructional programs offered at this institution. Refer to the attached list.

CIP CODE	PROGRAM TITLE

(Use additional sheets if necessary)

Instructional Programs - Please list the CIP code and title of all ins tional programs offered at your institution. Use the attached lis from the Classification of Instructional Programs (CIP) to deter program codes and titles.

2. How many persons are employed full time at this institution?

a. ☐ Less Than 15 b. ☐ 15 or More

Full-Time Staff - Please indicate how many persons are employed at y institution according to the categories shown.

3. **At this institution:**

a. Are *all* instructional faculty employed on a part-time basis?

☐ No ☐ Yes

b. Do *all* instructional faculty contribute services (e.g., are members of a religious order), or are they *all* military personnel?

☐ No ☐ Yes

---

ructional Faculty - This item refers to ALL instructional faculty.

se answer parts a, b, and c.

DEFINITION

RUCTIONAL FACULTY. Members of the Instruction/Research Staff whose

ary assignment is instruction including those with release time for

arch.

COMPLETIONS

(Form C1 and C2)

PURPOSE

IPEDS will collect information on the number of recognized comple-ons of postsecondary education programs by the type of program and ecognition (award). Completion data constitute the only national source information on the availability and location of highly trained man-wer. These data are used extensively by business and industry, the litary, and other groups that need to recruit individuals with parti-lar skills. These data will help satisfy the mandate in the Carl rkins Vocational Education Act for information on completers of post-econdary vocational education programs.

USES OF DATA

Information on completions of postsecondary education programs have een used extensively by:

- The Department of Education, Office of Postsecondary Education, uses these data in planning and management of that office.
- The Bureau of Labor Statistics (BLS), Department of Labor, uses these data in preparing the Occupational Outlook Handbook and in matching projections of labor supply and demand.
- State Occupational Information Coordinating Committees (SOICC) also require these data on an annual basis for assisting citi-zens in career plans and making State and local area projec-tions of trained manpower.

assist them in assessing changing and devel

Nation with respect to manpower and postsec

- The National Science Foundation, Supply and Group, uses these data to analyze the suppl scientists.
- The Equal Employment Opportunity Commission carrying out its mission concerning the tra employment.
- U.S. Office of Personnel Management and al the Armed Forces uses these data in recruit specific education specialities.
- The Office for Civil Rights (Department of these data in reviewing institutional comp discrimination statutes.
- The Department of Justice uses them when co in civil rights cases.
- The Department of Defense uses these data training significant numbers of individuals programs, and with particular military rel
- Private firms use these data for recruiting and large corporations use the racial/ethn identify the potential pool of new employee

PERIODICITY

Completion data will be collected on an annual basis. The race/eth-
c data will be collected biennially beginning with the 1986-87 academic
ar. During survey years when the race data are not collected, these
eas will be shaded on the form.

COVERAGE

- PERIOD OF REPORT

  All degrees and other formal awards conferred by your institution between July 1, 1986 and June 30, 1987 should be reported on this form. Report only those degrees which are actually conferred. Degrees earned but not yet conferred during this time period should be reported in next year's survey.

- Form C1 and C2 request data on all postsecondary awards, certificates and diplomas below the baccalaureate.

- Form C1 additionally requests data on all degrees and certificates for the baccalaureate and above.

- Form C1 will be completed by all 4-year and above institutions. C2 will be completed by institutions awarding 2-year diplomas, degrees, or certificates.

- Awards Excluded From This Report

  1. Degrees conferred by branches of your institution located in foreign countries.
  2. Honorary degrees.

This form incorporates the new edition ...

Programs (CIP), 1985 version. A complete list of

included in the IPEDS package. Report awards by a

PART A - PROGRAM COMPLETIONS BELOW THE BACCALAUREA

Part A applies to award levels ranging from p

cates of less than one year to those of at least 2

years. Forms C1 and C2 are identical for this par

C2 PART A. SECTION I: PROGRAM COMPLETIONS

CIP Code	Program Title	Awards of Less Than 1 Academic Year		Awards At Least Less Tha Academic	
		Men	Women	Men	
(1)	(2)	(3)	(4)	(5)	

C1 PART A. SECTION I: PROGRAM COMPLETIONS BELOW THE BACCALAUREATE

CIP Code	Program Title	Awards of Less Than 1 Academic Year		Aw At Le Less Acade
		Men	Women	Men
(1)	(2)	(3)	(4)	(5)

LIST ADDITIONAL PROGRAMS ...

o SECTION I - This section of the survey fo

ed list of all program titles and their a

codes that are known to exist at your ins

institution no longer offers one or more

please delete them by drawing a line through the program title(s). Enter the number of awards conferred during the reporting period in the appropriate columns.

If awards were conferred in a program specialty that is not listed, please do the following:

1. Refer to the CIP listing and select the CIP program title that most closely represents your program.
2. Enter the 6-digit CIP code and its program title in the spaces provided.
3. If no title on the CIP list can be used to describe your program, either;
   a. enter the data under the "general" category (.0101) or
   b. enter the exact title of your program and assign the 4-digit code, 9999, following the 2-digit number preprinted in column 1. DO NOT develop any other new code numbers.
4. Enter the number of awards conferred during the reporting period in the appropriate columns.

Programs are coded by 6-digit numbers. Keypunching is done according to code number and any manual change will *result in improper coding.*

- <u>NOTE</u>: The lines provided for listing additional programs are for new programs within a Division (discipline) preprinted in Section I.

reported in each award category every other year.

- SECTION II: Additional Programs. If awards were conferred programs that were not preprinted in Section I, please do following:

    1. Refer to the CIP listing for a appropriate 2-digit dis code. Enter this 2-digit code and the discipline divi title where indicated.

    2. Using the CIP list, enter in columns 1 and 2, the 6-di CIP codes and program titles for those specialties which awards were conferred.

    3. Enter the number of awards conferred during the report in the appropriate columns.

PART A, SECTION II: ADDITIONAL PROGRAMS

CIP Code	Program Title	Awards of Less Than 1 Academic Year		Awards of At Least 1 But Less Than 2 Academic Years		Associate's Degrees	
		Men	Women	Men	Women	Men	Women
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	PLEASE WRITE THE CIP DISCIPLINE DIVISION CODE AND TITLE HERE:						
.0000	Total (Sum of 6-digit specialties)						
	ON THE LINES IMMEDIATELY BELOW, SHOW THE RACIAL/ETHNIC BREAK...						
.0000-1	Non-Resident Alien						
.0000-2	Black, Non-Hispanic						
.0000-3	American Indian or Alaskan Native						
.0000-4	Asian or Pacific Islander						
.0000-5	Hispanic						
.0000-6	Whi-						

ciated with any of the 2-digit discipline divisions
preprinted in Section I of this form.

- Report the Racial/Ethnic breakdown by sex for the totals repo
  in each award category every other year.

PART B - Program Completions for Baccalaureate and Above

Bachelor's, master's, post-master's certificates, and doctor's deg conferred during the reporting period are to be reported in Part B. Pa B is for 4-year institutions and will be found on Form C1 only.

PART B, SECTION I: PROGRAM COMPLETIONS FOR BACCALAUREATE AND ABOVE

CIP Code	Program Title	Bachelor's Degrees		Post-baccalaureate Certificates		Master's Degrees		Post-Master's Certificates		Doct Degr
		Men	Women	Men	Women	Men	Women	Men	Women	Men
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)

PART B, SECTION II: ADDITIONAL PROGRAMS

CIP Code	Program Title	Bachelor's Degrees		Post-baccalaureate Certificates		Master's Degrees		Post-Master's Certificates	
		Men	Women	Men	Women	Men	Women	Men	Women
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
	PLEASE WRITE THE CIP DISCIPLINE DIVISION CODE AND TITLE HERE								

- The instructions for Part B, Sections I and II, are the same
  for Part A, Sections I and II. The only differences are the
  award categories which are for the baccalaureate and above.

institution for both Parts A and B.

1. Specific Classification. Classify degrees as specif list of programs in the broad discipline division of permits. Thus, report a bachelor's degree in busine with an accounting major in Accounting (06.0201), NC and Management, General (06.0101).

2. Degree of Doctor of Philosophy. Classify the Doctor degree according to the student's major field of stu Ph.D. in Chemistry should be reported as a degree ir as one in Philosophy.

3. Majors of Students Prepared to Teach. The general r degrees according to the major area of specializatic in general, that degrees of students who are qualif academic subject, such as English, biology, or fore did not go through a program solely for that purpose reported respectively in Letters, Biological Science Languages, and NOT in Education. On the other hand students who have gone through a program that is spe preparing them to teach special subjects, as agricu etc., should be reported in Agricultural education education (13.1302), and Music education (13.1312),

Split Major. When a student graduates with a split major, report the degree in the area of greater specialization, if possible. If this is not possible, the degree should be reported in the program closest to the combination. If a split major involves two languages, report in 16.0101, Foreign Languages, Multiple Emphasis. Similarly, within each of the other discipline divisions, if a split major involves two specialties within a division, the degree should be reported under the appropriate "general" specialty indicated under that discipline heading. For example, a major in history and political science should be reported under 45.0101, Social Sciences, General. If the split major covered more than one discipline division, the degree should be reported in the area of great specialization. DO NOT REPORT FRACTIONS OF A DEGREE.

Double Majors. When a student graduates with a major in two program areas, report the degree in the field in which the degree was awarded.

Two Degrees or Completion of Two Independent Programs. If a student actually received two degrees or awards based on two independent courses of study (e.g., one in Business and Management <u>and</u> one in Foreign Languages), report each degree or award in the appropriate program area.

General Majors. The term general major is used to designate diversified curriculums within an area of study. Ordinarily, degrees based on a general major should be reported in one of the general categories of the report form, such as Physical Sciences, General (40.0101);

Economics should be reported in Social Sciences

8. Interdisciplinary Studies. The CIP code 30 is of study which represent two or more broad disc Specify the name of the Multi-Interdisciplinary in 30.9999.

9. Arts and Sciences or General Programs Not Organ Curriculums. An award or degree based on less in the arts and sciences or general programs no tional curriculums should be reported as Libera (24.0101).

PART C - FIRST-PROFESSIONAL PROGRAMS

Part C requests data on completions of first-pr Part C is on Form C1 only.

PART C, SECTION I: FIRST-PROFESSIONAL PROGRAMS

CIP Code	Program Title	Number of First-P Degrees Awa	
		Men	
(1)	(2)	(3)	

o SECTION I: First-Professional Programs. This section of the survey form includes a preprinted list of all first-professiona degree programs known to exist at your institution. If you institution no longer offers one or more of these programs please delete them by drawing a line through the progra title(s). Enter the number of awards conferred during th reporting period in the appropriate columns.

PART C. SECTION II: ADDITIONAL FIRST-PROFESSIONAL PROGRAMS

CIP Code	Program Title	Number of First-Professional Degrees Awarded	
		Men	Women
(1)	(2)	(3)	(4)

o SECTION II. Additional First-Professional Programs. Identify any first-professional degree programs not listed in Section by referring to the CIP list for a 6-digit code and progra title. Enter this information in columns 1 and 2 and report th number of degrees conferred in columns 3 and 4.

o Report the Racial/Ethnic breakdown by sex for each program every other year.

Categorization of Students by Racial/Ethnic Status

Racial/ethnic data will be requested on this report every othe year.

This information is being gathered in re... the Civil Rights Act of 1964 and Title IX of the Ed... 1972. Refer to the actual form and instructions for...

- o <u>Racial/Ethnic Descriptions</u>. Racial/ethnic... in this survey do not denote scientific de... anthropological origins. These categories...

  <u>Non-Resident Alien</u>. A person who is not ... of the United States and who is in this c... basis and does not have the right to ... Resident aliens, who are not citizens or n... States and who have been lawfully adı... residence (and who hold alien registratio... I-551/155), are to be reported in the appı... categories along wtih United States citiz...

  Non-resident aliens are to be reported se... provided, rather than in any of the five ... ies which follow.

  <u>Black, Non-Hispanic</u>. A person having or... black racial groups of Africa (except thos...

  <u>American Indian or Alaskan Native</u>. A per... any of the original peoples of North Amer... cultural identification through tribal af... recognition.

Asian or Pacific Islander. A person having origins in any of the orignal peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White, Non-Hispanic. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

- Assignment to Categories. For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and resident aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/155).

F. EDIT CHECK

This form was designed to simplify the checking to see that both the program specialties and the racial/ethnic categories add to the total for a discipline division. By adding down the specialty lines and up the racial/ethnic lines, both should result in the same division totals.

later.

Note that there are no grand total lines on th
will be generated by computer during the edit proce
to include all pages when returning the form.

DEFINITIONS

ASSOCIATE'S DEGREE. Normally requires at least 2
of full-time equivalent college work.

BACHELOR'S DEGREE. Normally requires at least 4
years of full-time equivalent college-level work
bachelor's degrees conferred in a COOPERATIVE or
program. A cooperative plan provides for alternate
employment in business, industry, or government;
student to combine actual work experience with his
include bachelor's degrees in which the normal 4 year
in 3 years.

DEGREE. An award conferred by a college, universit
dary education institution as official recognitio
completion of a program of study.

DIPLOMA. A formal document certifying the succes
prescribed program of study.

DOCTOR'S DEGREES. Requires work at the graduate level that terminate a Doctor's degree. The doctor's degree classification includes degrees as Doctor of Education, Doctor of Juridical Science, Doctor Public Health, and the Ph.D. degree in any field whether Agronomy, Technology, Education, Engineering, Public Administration, Ophthalmol Radiology, etc. (In the case of the Doctor of Public Health, the p professional degree is generally earned in the closely related profess al field of medicine or of sanitary engineering).

FIRST-PROFESSIONAL DEGREES. Requires completion of the program meets all three of the following: (1) Completion of the acad requirements to begin practice in the profession; (2) At least 2 year college work prior to entrance to the program; and (3) A total of at l 6 academic years of college work to complete the degree program, inclu prior required college work plus the length of the professional pro itself.

CS recognizes the following 10 fields as awarding first-professi degrees: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M. Law (LL.B., or J.D.), Medicine (M.D.), Optometry (O.D.), Osteopa Medicine (D.O.), Pharmacy (D.Phar.), Podiatry (Pod.D., or D.P.), Theo (B.D., M.Div., M.H.L.), and Veterinary Medicine (D.V.M.).

MASTER'S DEGREE. Requires the successful completion of a program study of at least the full-time-equivalent of 1 but not more tha academic years of work beyond the bachelor's degree.

Except for the Master of Divinity degree (Part C), report all mast degrees in Part B Columns (15) and (16), (even though the master's

as in the case of the Social Work, 4 years of undergraduate work required for entrance into the program and an additional 2 years completion).

Report Education Specialist (6 year award) in the Post-Master's certicate column in the appropriate discipline speciality in Education (#13).

POSTBACCALAUREATE CERTIFICATE. Requires completion of an organized program of study requiring 30 credit hours beyond the bachelor's desi for persons who have completed a baccalaureate degree, but which does meet the requirements of academic degrees carrying the title of mas

POST-MASTER'S CERTIFICATE. Requires completion of an organized pro of study of 60 credit hours beyond the master's degree, but does meet the requriements of academic degrees at the doctoral level.

POSTSECONDARY AWARDS, CERTIFICATES, OR DIPLOMAS (less than 1 year). Requires the completion of a program that would be completed in less 1 academic year (2 semesters or 3 quarters) or less than 900 contact h by a student enrolled full-time.

POSTSECONDARY AWARDS, CERTIFICATES OR DIPLOMAS (at least one but less than two academic years work). Requires completion of an organized program of study at the postsecondary level of instruction of at l one but less than two full-time-equivalent academic years, or desi

for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

POSTSECONDARY AWARDS, CERTIFICATES OR DIPLOMAS (at least two but less than four academic years). Requires completion of an organized program of study at the postsecondary level in at least two but less than four full-time-equivalent academic years; or designed for completion in at least 60 but less than 120 credit hours, or at least 1,800 but less than 3,600 contact hours.

PROGRAM. A combination of courses and related activities organized for the attainment of broad education objectives as described by the institution.

QUESTIONS AND ANSWERS

Q How Do I Report A Split Major?

A When a student graduates with a split major, repo
the area of greater specialization, if possible
possible, the degree should be reported in the
the combination. If a split major involves two la
16.0101, Foreign Languages, Multiple Emphasis.
each of the other discipline divisions, if a spl
two specialities within a division, the degree s
under the appropriate "general" speciality indi
discipline heading. For example, a major in hist
science should be reported under 45.0101, Social S
If the split major covered more than one discipl
degree should be reported in the area of greater sp
NOT REPORT FRACTIONS OF A DEGREE.

Q How do I Report Degrees of Students Qualified to Tea
Subjects?

A The general rule is to classify degrees according to
of specialization. This means, in general, that deg
who are qualified to teach an academic subject, s
biology, or foreign languages but did not go through
for that purpose, should be reported respective
Biological Sciences, and Foreign Languages and NOT in

the other hand, the degrees of students who have gone through a program that is specifically preparing them to teach special subjects, as agriculture, art, music, etc., should be reported in Agricultural education (13.1301), Art education (13.1302), and Music education (13.1312, etc.), under Education.

Q Where do I Report a Program Which Involves very Different Disciplines such as Math and Physics.

A A Program of study which involve two or more discipline divisions should be reported under code 30 Multi-Disciplinary in the Classification of Instructional Programs. If the program of study is unlisted under 30 enter it as 30.9999 and specify the program title.

Q How do I Classify a Doctor of Arts Degree?

A Ordinarily a Doctor of Arts does not require a dissertation and is considered intermediate between a master's and doctor's degree. It should be classified as a Post Masters certificate.

Q Division 09, Business and Office is not on the Form we received. This year we awarded 2 degrees in the division. It is not a new division in our school although we do not award degrees in it every year. Where do we report Office Supervision and Management?

A Report Office Supervision and Management on Part A, Section II. Enter the 2 digit division code and Division title, Business and Office in the space indicated. Record the 6 digit CIP code (09.0401) in column (1) and the title Office Supervision and Management in column (2). Report awards at appropriate levels.

stration in Division 06, (06.9999). It is not listed on
Printout but Division 18 Health Services (which we did not
lists Medical Records Administration. What does this mean?

A We examine each .9999 "Other" entry to determine if it can be
sified according to the CIP when a .9999 title closely res
CIP title, i.e., Medical Records Management the .9999 is recl
ed. Report Medical Records Administration on line 18.0703.

FALL ENROLLMENT IN OCCUPATIONALLY SPECIFIC PROGRAMS (FORM EP)

A. PURPOSE

These data will satisfy, for postsecondary vocational education, the Carl Perkins Vocational Education Act mandate that the Center for Statistics (CS) collect data on vocational education students and programs. These data will also provide information on access to particular programs in vocational education -- particularly "high-tech" programs and non-traditional programs.

B. USES OF THE DATA

Data in this report are used for manpower planning and future occupational availability. These data, used in conjunction with completions in occupationally specific programs, will make it possible to compare the distribution (by sex and race/ethnicity) of students who are enrolled in specific programs vs. the distribution of those who actually complete these programs.

C. PERIODICITY

IPEDS will collect total enrollment, by racial/ethnic designation, in occupationally specific programs on a biennial basis because these data are needed to develop labor force supply parameters and projections that can be used by industry, government, and educators. The initial due date is November 15, 1987.

Students Included in Report. Report only thos in subbaccalaureate programs that are specifically occupational preparation, including those in off-cam Students enrolled in a program are either: (1) thos declared their program intent; or (2) those who have 25% of a program's requirements. The program may r certificate, or other formal award granted by the ins

Include high school students enrolled in these are working toward the completion of a program.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

The EP form is sent to all institutions in th This form incorporates the new Classification of Instr (CIP), 1985 version. A complete list of CIP title identified as being occupationally specific is attach

SECTION I: PROGRAM ENROLLMENT
Enrollment as of the Institution's Official Fall Reporting Date or as of October 15

Occupationally Specific Programs		Line No.	Non-Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		
CIP Code	Program Title		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Me…
07.0705	Teller	01									
07.0606	Secretarial	02									
		03									

o SECTION I: It is pre-coded, listing specific grams and their appropriate 6-digit CIP code to exist at each institution. You should del that are no longer offered at your instituti

race and sex, the total number of students enrolled in each program preprinted on the form. Report Grand Totals, for each program in columns 13 and 14.

SECTION II: ADDITIONAL PROGRAMS
Enrollment as of the Institution's Official Fall Reporting Date or as of October 15

Occupationally Specific Programs		Line No	Non-Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic	
CIP Code	Program Title		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)
		01												
		02												
		03												

o SECTION II: The stub is blank so that you may list additional programs and appropriate 6-digit CIP codes offered by your institution that are not already listed in Section I. Refer to the attached list of titles and CIP codes and find the program title that most closely matches your program. Follow the same instructions as for Section I.

ubtotal of Students New Occupationally ecific Programs - dd to Section I	98												

o LINE 98: Report Section II column totals on this line.

o Grand Totals - Report on line 99, at the end of Sec sum of each column in Section I plus the sum of e on line 98 Section II.

o Categorization of Students by Racial/Ethnic Status This information is being gathered in compliance VI of the Civil Rights Act of 1964 and Title Education Amendments of 1972.

1. Method of Collection. The manner of collectin ethnic information is left to the discretio institution provided that the system which is e results in reasonably accurate data. One method is a properly controlled system of post- self-identification by student. If a self-i tion methods is utilized a verification pro ascertain the completeness and accuracy of stu submissions should also be employed where

2. Racial/Ethnic Descriptions. Racial/ethnic des as used in this survey do not denote scientif tions of anthropological origins.

o <u>Assignment to Categories</u>. For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and resident aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/155).

Report non-resident aliens in columns 1 and 2 only, regardless of their race/ethnicity. Assign other students to one of the columns 3 through 12 based on information available to the institution.

FALL ENROLLMENT

(Form EF1)

A. PURPOSE

CS will collect enrollment data through this component of IPEDS e year beginning in Fall 1986 in order to update its annual college enro ment projections, its mandated annual Condition of Education report the Digest of Education Statistics.

Racial/ethnic data are necessary for the Office of Civil Rig (Department of Education) to perform functions mandated by Title VI Title IX. The additional burden of monitoring desegregation plans facilitated by the use of fall enrollment data.

Beginning in 1987, IPEDS will collect fall enrollment by age student. These data will offer insight into the relationship between changing demographics of college-going cohorts and enrollment in diff ent types of postsecondary institutions; they will permit detailed p jections of enrollment by institutional type and by age. Since a s dent's dependency status is strongly related to age, they can also used to provide estimates of the number of independent/dependent stude attending a postsecondary institution, which should be useful in financ aid modeling and projections.

B. USES OF DATA

Fall enrollment is the traditional measure of student access higher education and IPEDS continues this important statistical seri The Education Department uses its fall enrollment data in prog

Incentive Grants, Direct Loans to Students, Basic Educa

Grants, and Supplemental Opportunity Grants. Other age

ment data in policymaking decisions. For example, t

Housing and Urban Development considers CS data as a gu

ing money for dormitory construction on college campuses

The Bureau of the Census, the National Science Fou

state education agencies depend heavily on annual fal

for use in economic and financial planning, manpower

policy formulation. Educational and professional associ

ment data for a wide variety of purposes and since they

part nationally-oriented organizations, data collecte

States have very little utility.

In addition, the Department of Defense, U.S.

Processing Command has indicated a strong need for enr

student to identify institutions with a sufficient numbe

age students to make recruiting efforts cost effective.

C. PERIODICITY

Beginning in 1986, IPEDS will collect, on an an

enrollment summary data. The first due date is Novembe

in 1986, fall enrollment data by race and field will b

biennial basis. Again, the first due date is November

will collect fall enrollment by age of student every fou

in 1987.

D. COVERAGE

PERIOD OF REPORT

Enrollment should be reported as of the institution's official fall reporting date or October 15th.

STUDENTS INCLUDED IN REPORT

Report all students enrolled in courses creditable toward a degree or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers.

Include high school students taking regular college courses for credit. Report these students in the classification in which they are recorded by the institution.

STUDENTS EXCLUDED FROM THIS REPORT

Do not include in this report:

- Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
- Students exclusively auditing classes.
- Students studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.
- Students in any branch campus located in a foreign country. Report these students in Part C, question 3, only.

Status and level of the Student.

9999 Summary ALL STUDENTS ENROLLED FOR CREDIT	Line No	Non-Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Wome
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)

o <u>Racial Ethnic Categories</u>. These designatio both two- and four-year schools for the racial/ethnic data on a biennial basis duri ed years for the Office for Civil Rights. columns 1-12 will be shaded.

o <u>Assignment to Categories:</u> For the purpose a student may be included in the group to w appears to belong, identifies with, or is community as belonging. However, no person in more than one racial/ethnic group. De requested only for United States citizens a <u>aliens</u>, persons who have been lawfully admi nent residence (and who hold alien regist cards - Form I-551/155).

Report non-resident aliens in columns 1 and less of their race/ethnicity. Assign oth one of the columns 3 through 12 based available to the institution.

dents enrolled in your institution regardless of race/ethnicity or citizenship.

These categories are to be used when reporting students by level of enrollment as follows:

I. FULL-TIME STUDENTS	
A. UNDERGRADUATES 1. DEGREE SEEKING (a) FIRST-TIME FRESHMEN	01
(b) OTHER FIRST-YEAR	02
(c) SECOND YEAR	03
THIR[illegible]	04
2. PO[illegible]ALAUREATE STU[illegible]TS NOT IN GRADUATE PROGRAMS	[illegible]
TOTAL FULL-TIME POSTBACCALAUREATE STUDENTS (LINES 9-13)	14

II. PART-TIME STUDENTS	
A. UNDERGRADUATES 1. DEGREE SEEKING (a) FIRST-TIME FRESHMEN	15
(b) OTHER FIRST-YEAR	16
(c) [illegible]D YEAR	27
TOTAL PAR[illegible] POSTBACCAL[illegible]E STUDENTS (LINE 23-27)	28
GRAND TOTAL, ALL STUDENTS (lines 8, 14, 22 & 28)	29

ergraduate Students

A. UNDERGRADUATES 1. DEGREE SEEKING (a) FIRST-TIME FRESHMEN	
(b) OTHER FIRST-YEAR	
(c) SECOND YEAR	
(d) THIRD YEAR	
(e) FOURTH YEAR AND BEYOND	
(f) UNCLASSIFIED	
2. NON-DEGREE SEEKING UNDERGRADUATES	

- For both full- and part-time enrollment, institutions should first determine which students have entered the institition with the intent of seeking a degree or other formal award.

- Degree-seeking students must be classified by level of enrollment as follows:

Report all entering freshmen who hav
any college. Include students enro
term who attended college for the f
prior summer term. Also include stu
with advanced standing (college cred
graduation from high school).

2. Other First-Year

Report first-year students other tha
on lines 1 and 15 (first-time freshm

First-year students are those who ha
than the equivalent of one full year
work. For example, less than 30 se
120 hour degree program.

3. All other degree-seeking students in
should be classified be level accord
of credits earned. The definitions
form indicate the number of credits
level.

4. Unclassified degree-seeking undergra
students who cannot be classified in
study or student level.

5. Non-degree-seeking undergraduates are those students taking courses <u>for credit</u> but are <u>not</u> enrolled in a program leading toward a degree or other formal award. These students should be reported separately.

accalaureate Students

B FIRST-PROFESSIONAL STUDENTS 1. FIRST-TIME
2. ALL OTHER FIRST-PROFESSIONALS
C. GRADUATE STUDENTS 1. DEGREE SEEKING (a) FIRST-TIME
(b) ALL OTHER
2. POSTBACCALAUREATE STUDENTS NOT IN GRADUATE PROGRAMS

Four-year institutions should report their postbaccalaureate students llows:

a. First-professional students are those enrolled in programs leading toward a first-professional degree in the fields of chiropractic, dentistry, law, medicine, optometry, osteopathy, pharmacy, podiatry, theology, and veterinary medicine. Report these students as first-time in the program, or as all other.

b. Graduate students:

1. Report all students who have been accepted into graduate programs at your institution as either full-time or part-

Report all other postbaccalaureate student
credit, but not yet accepted into a gradu
lines 13 or 23, as full- or part-time,

Major Fields of Study and Corresponding Major Field Codes.

- Four-year institutions will be asked to provide d sex, and level of enrollment by major field of stud fields) during even-numbered years.

- Students are to be reported by their major field according to the selected categories identified specified fields and their codes were taken dire Classification of Instructional Programs." Fie corresponding code numbers have been preprinted left-hand corner of each page. If your instit students enrolled in any of the designated field box as indicated. Students enrolled in the fields Medicine, Veterinary Medicine, and Law are not to as undergraduate or graduate students but only professional students. Students in programs requi years beyond high school should be reported as un in the appropriate fields.

04.00	Architecture and Environmental Design
06.00	Business and Management
14.00	Engineering
18.04	Dentistry
18.10	Medicine
18.24	Veterinary Medicine
22.00	Law
26.00	Life Sciences
27.00	Mathematics
40.00	Physical Sciences
90.00	All Others (Fields not specified above and undecided or undeclared majors should be reported here)
99.99	Summary Page (Total Enrollment)

- In addition to separate pages for each of the major fields or subfields listed above, complete the Summary page which aggregates the enrollment data on the individual field pages.

- If students at your institution do not declare a major field of study until the second or third year of undergraduate study, report all students with undeclared majors on the "all other" (90.00) page according to their appropriate student level.

AGE	Line No	Undergraduates Degree Seeking Men (1)	Undergraduates Degree Seeking Women (2)	Undergraduates Non-degree Seeking Men (3)	Undergraduates Non-degree Seeking Women (4)	First-Professional Students Men (5)	First-Professional Students Women (6)	Graduate Students Men (7)	Graduate Students Women (8)	Grand Tota[l] All Student[s] Men (9)	Grand Tota[l] All Student[s] Wo[men] (1[0])
I FULL-TIME STUDENTS											
Under 18	01										
18 - 19	02										
20 - 21	03										
22 - 24	04										
25 - 29	05										
30 - 34	06										
35 - 39	07										
40 - 49	08										
50 - 64	09										
65 and Over	10										
Age Unknown	11										
TOTAL FULL-TIME STUDENTS (lines 1-11)	12										

AGE	Line No	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(1[0])
II PART-TIME STUDENTS											
Under 18	13										
18 - 19	14										
20 - 21	15										
22 - 24	16										
25 - 29	17										
30 - 34	18										
35 - 39	19										
40 - 49	20										
50 - 64	21										
65 and Over	22										
Age Unknown	23										
TOTAL PART-TIME STUDENTS (lines 13-23)	24										
TOTAL ALL STUDENTS	25										

- o Data on age will be collected every four (4) ye

<u>Relation to Enrollment Reported In Part A.</u> Thi tion of students should include the same indivi ed in Part A. All directions regarding the report, students to include, and categorization by attendance status and level, apply to

<u>Age of Students.</u> Use institutional records t age. Report age as of the date of this f

Part C - Clarifying Questions

QUESTION	Number of Students Full-Time (1)	Number of Students Part-Time (2)
1. a How many students are enrolled exclusively in remedial courses or programs?		
b How many of these students are not included in Part A enrollment counts?		
2. a How many students are enrolled exclusively in off-campus or extension centers?		
b How many of these students, if any, are <u>not</u> included in Part A enrollment counts?		
3. a How many students are enrolled exclusively in branch campuses located in foreign countries?		
b How many of these students are not included in Part A enrollment counts?		

- Please answer the clarifying questions as they apply to your institution. Note in the instructions, which students shoul be counted in Parts A and B and which students should be exclu sively reported in Part C.

- Please indicate if a question is "not appplicable."

DEFINITIONS

REMEDIAL COURSES: Instructional activities designed for students defi cient in the general competencies necessary for a regular postsecondar curriculum and educational setting.

should equal line lb. These students should be rep
Part A and Part B of the form. If your institution
give credit for remedial courses, report total students
for remedial courses in la and enter "0" in line 1
students should not be reported in Part A or Part
form.

2. If your institution enrolls students exclusively in of
campus or extension centers, report these on line
include them in Part A and Part B of the form.

3. Students enrolled exclusively in branch campuses locat
foreign countries should be reported on line 3a. Si
students must be omitted from Parts A and B, line
equal 3a.

F. EDIT CHECKS

Note that total or subtotal entries are always computed
down rows or to the right across columns.

- Subtotals. Part A is organized to provide severa
checks of specific cell counts against totals.
Full-Time Undergraduate Students (line 08) and
Postbaccalaureate Students (line 14), when adde
Part-Time Undergraduates (line 22) and the Part-T
Postbaccalaureates (line 28), should sum to
TOTAL, ALL STUDENTS (line 29) for each of the

- <u>Cross-Section Checks</u>. The total for full-time students, Part B, Line 12, Columns 09 and 10 should equal the total for full-time students, Part A, Lines 8 and 14, Columns 13 and 14. Similarly, the total for part-time students, Part B, Line 24, Columns 09 and 10 should equal Part A, Lines 22 and 28, Columns 13 and 14. The total for all students, Part B, Line 25, Columns 09 and 10 should equal Part A, Line 29, Columns 13 and 14. Some verification by level of enrollment can also be made, if desired.

A. PURPOSE

CS will collect enrollment data through this componen

year beginning in Fall 1986 in order to update its annual

ment projections, its mandated annual Condition of Educat

the Digest of Education Statistics.

Racial/ethnic data are necessary for the Office of

(Department of Education) to perform functions mandated b

Title IX. The additional burden of monitoring desegreg

facilitated by the use of fall enrollment data.

Beginning in 1987, IPEDS will collect fall enrollm

student. These data will offer insight into the relations

changing demographics of college-going cohorts and enroll

ent types of postsecondary institutions; they will permit

jections of enrollment by institutional type and by age.

dent's dependency status is strongly related to age, the

used to provide estimates of the number of independent/dep

attending a postsecondary institution, which should be usef

aid modeling and projections.

USES OF DATA

'lment is the traditional measure of stu

IPEDS continues this important stati

uses its fall enrollment da

nning and for setting funding allocation standards for such legisla-ely controlled programs as the College Work-Study Program, State entive Grants, Direct Loans to Students, Basic Education Opportunity nts, and Supplemental Opportunity Grants. Other agencies use enroll-t data in policymaking decisions. For example, the Department of sing and Urban Development considers CS data as a guideline for award-money for dormitory construction on college campuses.

The Bureau of the Census, the National Science Foundation, and most te education agencies depend heavily on annual fall enrollment data use in economic and financial planning, manpower forecasting, and icy formulation. Educational and professional associations use enroll-t data for a wide variety of purposes and since they are for the most t nationally-oriented organizations, data collected by individual tes have very little utility.

In addition, the Department of Defense, U.S. Military Entrance cessing Command has indicated a strong need for enrollment by age of dent to identify institutions with a sufficient number of recruitment-students to make recruiting efforts cost effective.

PERIODICITY

Beginning in 1986, IPEDS will collect, on an annual basis, fall ollment summary data. The first due date is November 15, 1986. Also 1986, fall enrollment data by race will be collected on an biennial is. Again, the first due date is November 15, 1986. IPEDS will lect fall enrollment by age of student every four years, beginning 1987.

PERIOD OF REPORT

Enrollment should be reported as of the institutio

fall reporting date or October 15th.

STUDENTS INCLUDED IN REPORT

Report all students enrolled in courses creditable towa degree or other formal award. Include students enrolle that are part of a vocational or occupational program, ir enrolled in off-campus centers.

Include high school students taking regular college credit. Report these students in the classification in w recorded by the institution.

STUDENTS EXCLUDED FROM THIS REPORT

Do not include in this report:

- Students enrolled exclusively in courses not cred toward a formal award or vocational program.
- Students exclusively auditing classes.
- Students studying abroad (e.g., at a foreign univ if their enrollment at this institution is onl trative record and the fee is only nominal.
- Students in any branch campus located in a foreig Report these students in Part C, question 3, only

is an Enrollment Summary by Racial/Ethnic Categories by Attendance and level of the Student.

L STUDENTS ENROLLED OR CREDIT		Non-Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Grand Total. All Students	
	Line No	Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)

o <u>Racial Ethnic Categories</u>. These designations are used for both two- and four-year schools for the collection of racial/ethnic data on a biennial basis during even numbered years for the Office for Civil Rights. In other years, columns 1-12 will be shaded.

o <u>Assignment to Categories:</u> For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and for <u>resident aliens</u>, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/155).

Report non-resident aliens in columns 1 and 2 only, regardless of their race/ethnicity. Assign other students to one of the columns 3 through 12 based on information available to the institution.

nicity or citizenship.

The following categories are to be used when students by level of enrollment:

I. FULL-TIME STUDENTS	
1. DEGREE SEEKING (a) FIRST-TIME FIRST-YEAR	01
(b) ALL OTHER FIRST-YEAR	02
(c) ALL OTHER STUDENTS	03
2. NON-DEGREE SEEKING	04
TOTAL FULL-TIME STUDENTS (Lines 1-4)	05

II PART-TIME STUDENTS	
1 DEGREE SEEKING (a) FIRST-TIME FIRST-YEAR	06
(b) ALL OTHER FIRST-YEAR	07
(c) ALL OTHER STUDENTS	08
NON-DEGREE SEEKING	09
TOTAL PART-TIME STUDENTS (Lines 6-9)	10
GRAND TOTAL, ALL STUDENTS (LINES 5 AND 10)	11

o For both full- and part-time enrollment, institut should first determine which students have en institition with the intent of seeking a degree formal award.

o Degree-seeking students must be classified by lev enrollment as follows:

1. <u>First-Time First-Year</u>

These are entering freshmen who have never any college. Include students enrolled in term who attended college for the first ti prior summer term. Also include students wh

with advanced standing (college credits earned before graduation from high school).

2. <u>All Other First-Year</u>

   Report first year students other than those reported as first time.

   First-year students are those who have completed less than the equivalent of one full year of undergraduate work. For example, less than 30 semester hours in a 60 hour degree or certificate program.

3. Two-year institutions should report all other degree seeking students on lines 3 and 8.

4. All non-degree seeking students, those who are taking courses for credit but are not enrolled in a program of study leading toward a degree or other formal award, should be reported on lines 4 and 9.

AGE	Line No	Full-Time Students				Part-Time Students				Grand T[...] All Stu[...]
		Degree Seeking		Non-degree Seeking		Degree Seeking		Non-degree Seeking		
		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)
Under 18	01									
18 - 19	02									
20 - 21	03									
22 - 24	06									
25 - 39	07									
40 - 49	08									
50 - 64	09									
65 and Over	10									
Age Unknown	11									
TOTAL ALL STUDENTS (Lines 1-11)	12									

o Data on age will be collected every four (4) ye

Relation to Enrollment Reported in Part A. Th tion of students should include the same counted in Part A. All directions regarding the report, students to include, and catego students by attendance status and level, app part.

Age of Students. Use institutional records t age. Report age as of the date of this f

C - Clarifying Questions

QUESTION	Number of Students	
	Full-Time (1)	Part-Time (2)
1 a. How many students are enrolled exclusively in remedial courses or programs?		
b How many of these students are not included in Part A enrollment counts?		
2 a How many students are enrolled exclusively in off-campus or extension centers?		
b How many of these students, if any, are not included in Part A enrollment counts?		
3 a How many students are enrolled exclusively *in branch campuses located in foreign* countries?		
b How *many* of *these students are not* included in Part A enrollment counts?		

o Please answer the clarifying questions as they apply to your institution. Note in the instructions, which students should be counted in Parts A and B and which students should be exclusively reported in Part C.

o. Please indicate if a question is "not appplicable."

DEFINITIONS

AL COURSES: Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary culum and educational setting.

Examples:

. If your institution gives credit for remedial courses, line 1a should equal line 1b. These students should be reported in

for remedial courses in 1a and enter "0" in li

students should not be reported in Part A or P

form.

2. If your institution enrolls students exclusively

campus or extension centers, report these on

include them in Part A and Part B of the form.

3. Students enrolled exclusively in branch campuses

in foreign countries should be reported on li

these students must be omitted from Parts A a

should equal 3a.

F. EDIT CHECKS

Note that total or subtotal entries are always comp

down rows or to the right across columns.

o Subtotals. Part A is organized to provide severa

of specific cell counts against totals. Total

Students (line 5) and Part-Time Students (line 1

to the GRAND TOTAL, ALL STUDENTS (line 11) fo

columns.

o Cross-Section Checks. The totals for full-time

students, Part B, Line 12, Columns 1 and 2 sh

total for full-time degree seeking students, P

through 3, Columns 13 and 14. Similarly, the to

time non-degree seeking students, Part B, Line 12, Columns 3 and 4 should equal Part A, Line 4, Columns 13 and 14. Part-time totals should be compared in a similar manner.

The GRAND TOTAL, ALL STUDENTS, Part A, line 11, columns 13 and 14, should equal Part B, line 12, columns 9 and 10.

Q Which students are reported as first professionals?

A Report only students in the 10 first-professional degre
listed below:

1. Chiropractic
2. Dentistry
3. Medicine
4. Optometry
5. Osteopathy
6. Pharmacy
7. Podiatry
8. Veterinary Med
9. Law
10. Theology

Q Where do I report first-professional students who are n
in one of the 4 specified fields?

A Report first-professional students who are enrolled in
optometry, pharmacy, podiatry, theology, and osteopathi
the "All other" page 90.00.

Q Where do I report students who cannot be classified in
of study, or student level?

A Report the student as unclassified undergraduate as lor
enrolled in a program.

Q Where do I report a student who has earned a baccalaure
and is enrolled in a graduate course, but has not
graduate student status yet?

A Report the student as Postbaccalaureate, not in gradua
(line 13 or 27).

Where would I report a student who is enrolled in courses for credit and is not recognized by the institution as earning credit toward a degree or formal award?

Report the student as non-degree seeking.

Do branch campuses and extension centers fill out separate IPEDS forms?

Branch campuses (i.e., those offering full programs of study) report separately. Extension centers report data with their parent campus.

If a student has not declared a major field of study, where on the form is he reported?

Report all students with undeclared majors on the "All Other" page according to their appropriate student level.

My institution does not require students to declare a major until the junior year of study. How do I report freshmen and sophmores.

Report all first and second year students on the 90.00 page; all upper division students should be classified according to major.

RESIDENCE OF FIRST-TIME STUDENTS

(Form R1)

. PURPOSE

The primary purpose of this survey is to provide States with more omplete information about the attendance of their residents in college han the States can provide with their own surveys. States can then se resulting data to make estimates about college going rates of its igh school graduates, examine problems caused by excessive student ut-migration or in-migration, and determine the types of institutions hat attract their citizens into other States. Such data are critical or postsecondary education planning at the State level.

There is also considerable interest among privately-controlled in-titutions and their associations for such data. Historically, the rivate sector has not emphasized their State of location as a primary ttraction. As States have developed new restrictions on financial id, migration data have become important indicators of possible future roblems.

To collect data on residence of first-time students and their igration across State lines, a nationwide survey is needed. States, s well as various associations have made it clear that only a national gency can collect these data.

. USES OF DATA

IPEDS will also collect data on the enrollment of first-time stu-ents by State of residence including data on the number who graduated rom high school the previous year. These data are useful for calculat-

dents across State lines; and calculating college-going rat
These data will enable States to develop accurate college
Comparisons by State will then be possible, and those State
school graduates go on to postsecondary education in s
lower numbers will have information on which to base correc

Another important aspect of these data is their usefu
lege and university officials. These individuals are cur
with several problems which all seem to impact on each oth
phic changes are resulting in a declining number of traditi
age students. The more general population migration from
as evidenced by the 1980 census, is reflected in enrollmen
urban institutions. These declines in enrollment have
reduced income from tuition, which is a serious problem in
economic impact of inflation on colleges and universities.

In order for the institutions to make plans for the
must consider such things as the effect enrollment change
mobility have on tuition income. University officials mu
predict numbers of in-State versus out-of-State students
set tuition rates, plan faculty changes, program changes,

There are a number of Federally oriented issues that ca
ed by collecting and disseminating residence and migra
well. The data can be used to:

- o help assess the impact of the limitations of Sta
  Grant Programs on Student mobility;

- o analyze supplemental grant needs by State for the State Student Incentive Grant Program;
- o analyze State and regional needs for additional institutions by determining what institutions are attracting students out of State; and
- o analyze the impact of agreements between contiguous States on student mobility.

Needs have been identified at the State and institutional level ch can be met by national residence and migration data. These needs lude the following:

- o Planning/budgeting for institutional support - public and private;
- o Planning for shifting institutional demand by region, State, and institution;
- o Monitoring or establishing out-of-State quotas; and
- o Reassessing State support to private institutions serving large numbers of in-State students.

PERIODICITY

Beginning in 1986, IPEDS will collect data on a biennial basis on residence of first-time students. The survey due date is November 1986.

COVERAGE

Students Included in Report. This report should include students two groups:

students on the Fall Enrollment report. These stduents can
any of three levels:

a. First-time Freshmen. Students shown on the Fall Enrollm
report in lines 01 (full-time) and 15 (part-time) as f
time freshmen should be reported in column (1). Colum
should include all freshmen, including those entering
institution with a GED or without a high school diplom
with any year of graduation. Freshmen from column (1
graduated from high school within the previous 12 month
to be reported again by their State of Residence in c
(2).

b. First-time First-Professional. Students shown on the Fa
Enrollment report on lines 09 (full-time) and 23 (part-
should be reported in column (4).

c. First-time Graduate-level Students. Students shown on t
Fall Enrollment report on lines 11 (full-time) and 25 (
time) should be reported in column (5).

2. The second group is other students who are entering this inst
tion for the first time. This group will constitute a subgro
those included on the Fall Enrollment report.

Transfer Degree Seeking Undergraduates. Report in colum
those entering undergraduate students who have attended
another college and have not received a baccalaureate de
They may be transferring with or without credit. Stu
reported here would be a subset of those shown on the

Enrollment report on lines 02 through 06 (full-time) or 16 through 20 (part-time).

Students Excluded from this Report. Do not include in this report:

1. Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
2. Students exclusively auditing classes.
3. Students studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.
4. Students in any branch campus located in a foreign country.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

State of Residence When Student Was First Admitted at This Student Level	FIPS CODE	Students Enrolled For the First Time					Location of Out-of-State Centers (Check Each State)
		Degree Seeking Undergraduates					
		First-Time Freshmen					
		Total	Graduated from High School *in past 12 months*	Transfers	First-Professionals	Graduate-level Students	
		(1)	(2)	(3)	(4)	(5)	(6)

o The report collects data for all degree seeking students entering the institution for the first-time, by student level.

DEFINITIONS

DEGREE SEEKING STUDENTS. Students enrolled in courses for credit who are recognized by the institution as earning credit toward a degree or formal award.

college. Includes students enrolled in the fall term who atten lege for the first time in the prior summer term. Also inclu dents who entered with advanced standing (college credits earne graduation from high school).

FIRST-TIME GRADUATE-LEVEL STUDENT. A person enrolled at the level for the first time. Include graduate students enrolled in term who attended graduate school in the prior summer term.

FIRST-TIME FIRST-PROFESSIONAL STUDENT. A student enrolled for time in a first-professional degree program. Include first-pro students enrolled in the fall term who entered the institutio prior summer term.

FIRST-TIME STUDENT. A student attending any institution for t time. That is, the student enters an institution with no credi a degree or award at the level enrolled, (e.g., graduate st first-professional student).

LOCATION OF OUT-OF-STATE CENTERS. If this institution has any tional centers or maintains a physical presence outside the Sta main campus, place a check in column (6) to indicate the States centers are located.

OUT-OF-STATE CENTERS. Sites where courses or programs are of are in a State different from the State of the main campus.

STATE OF RESIDENCE. A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian.

TRANSFER STUDENT. A student who is entering the reporting institution for the first time but is known to have previously attended a postsecondary institution at the same level (undergraduate, graduate, etc.)

Alabama	01						
Alaska	02						
Arizona	04						
Arkansas	05						
California	06						
Colorado	08						
Connecticut	09						
Delaware	10						
Dist. of Columbia	11						
Florida	12						
Georgia	13						
Hawaii	15						
Idaho	16						
Illinois	46						
Indiana	49						
Iowa	50						
	51						
ashington	53						
West Virginia	54						
Wisconsin	55						
Wyoming	56						
State Unknown	57						
American Samoa	58						
Guam	59						
No. Marianas	60						
Puerto Rico	61						
Trust Territory Pacific Islands	62						
Virgin Islands	63						
Foreign Countries	64						
TOTAL	65						

o Indicate the State identified by the student as his/her permanent address at the time of application to the institution. For entering freshmen, this may be the legal residence of a parent of guardian, or the State in which a student has a driver's license or is registered to vote. It is not necessarily the State in which the student's high school is located.

Questions and Answers

Q What is the definition of "home-state" for first-time freshman?

A For entering freshman the "home-state" is the legal residence of a parent or guardian or the state for which the student has a driver's license or is registered to vote.

Q What is the definition of "home-state" for undergraduate transfer students or post-baccalaureate students?

A The "home-state" is the state identified by the student as his permanent address at the time of application to the institution.

Q What is considered "home-state" for a student who resides with parents who are employed with the military?

A The state of legal residence is generally the student's "home-state" or the state where they pay taxes.

Q If the institution is unable to determine where a student's "home-state" is, where is the student reported?

A Report the student on line 57, "State Unknown".

Q Which students are considered transfer students?

A Transfer students are entering undergraduate students who have attended another college and have not received a baccalaureate degree. They may be transferring with or without credit.

What are first-time freshman?

First-time freshman are students entering who have never attended any college. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also included are students who entered with advanced standing (college credits earned before graduation from high school).

RESIDENCE OF FIRST-TIME STUDENTS

(Form R2)

A. PURPOSE

The primary purpose of this survey is to provide States with more complete information about the attendance of their residents in college than the States can provide with their own surveys. States can then use resulting data to make estimates about college going rates of its high school graduates, examine problems caused by excessive student out-migration or in-migration, and determine the types of institutions that attract their citizens into other States. Such data are critical for postsecondary education planning at the State level.

There is also considerable interest among privately-controlled institutions and their associations for such data. Historically, the private sector has not emphasized their State of location as a primary attraction. As States have developed new restrictions on financial aid, migration data have become important indicators of possible future problems.

To collect data on residence of first-time students and their migration across State lines, a nationwide survey is needed. States, as well as various associations have made it clear that only a national agency can collect these data.

B. USES OF DATA

IPEDS will also collect data on the enrollment of first-time students by State of residence including data on the number who graduated from high school the previous year. These data are useful for calculat-

ing the average tuition paid by students; monitoring the flow of students across State lines; and calculating college-going rates by State. These data will enable States to develop accurate college going rates. Comparisons by State will then be possible, and those States whose high school graduates go on to postsecondary education in significantly lower numbers will have information on which to base corrective action.

Another important aspect of these data is their usefulness to college and university officials. These individuals are currently faced with several problems which all seem to impact on each other. Demographic changes are resulting in a declining number of traditional college-age students. The more general population migration from the cities, as evidenced by the 1980 census, is reflected in enrollment declines at urban institutions. These declines in enrollment have resulted in reduced income from tuition, which is a serious problem in light of the economic impact of inflation on colleges and universities.

In order for the institutions to make plans for the future they must consider such things as the effect enrollment changes and student mobility have on tuition income. University officials must be able to predict numbers of in-State versus out-of-State students in order to set tuition rates, plan faculty changes, program changes, etc.

There are a number of Federally oriented issues that can be addressed by collecting and disseminating residence and migration data as well. The data can be used to:

- help assess the impact of the limitations of State Incentive Grant Programs on Student mobility;

o analyze State and regional needs in ...

determining what institutions are attracting ...

State; and

o analyze the impact of agreements between con...

student mobility.

Needs have been identified at the State and ins... which can be met by national residence and migration da... include the following:

- o Planning/budgeting for institutional support
- o Planning for shifting institutional demand b... and institution;
- o Monitoring or establishing out-of-State quot...
- o Reassessing State support to private institu... large numbers of in-State students.

C PERIODICITY

Beginning in 1986, IPEDS will collect data on a ... the residence of first-time students. The survey due ... 15, 1986.

D. COVERAGE

Students Included in Report. This report should ... two groups:

1. The first group is all students who were designated as first-time first-year students on the Fall Enrollment report.

<u>First-time First-year</u>. Students shown on the Fall Enrollment report in lines 01 (full-time) and 06 (part-time) as first-time first-year should be reported in column (1). Column (1) should include <u>all</u> freshmen, including those entering the institution with a GED or without a high school diploma and with <u>any</u> year of graduation. Freshmen from column (1) who graduated from high school within the previous 12 months are to be reported again by their State of Residence in column (2).

2. The second group is other students who are entering <u>this institution for the first time</u>. This group will constitute a subgroup of those included on the Fall Enrollment report.

<u>Transfer Degree Seeking Students</u>. Report in column (3) those entering undergraduate students who have attended another college and have not received a baccalaureate degree. They may be transferring with or without credit. Students reported here would be a subset of those shown on the Fall Enrollment report on lines 02 and 03 (full-time) or 07 and 08 (part-time).

<u>Students Excluded from this Report</u>. Do <u>not</u> include in this report.

1. Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
2. Students exclusively auditing classes.

4. Students in any branch campus in a foreign country.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

State of Residence When Student Was First Admitted at This Student Level	FIPS CODE	Students Enrolled For the First Time			Lo of State (Eac
		Degree Seeking			
		First-Year Students			
		Total	Graduated from High School in past 12 months	Transfers	
		(1)	(2)	(3)	

o The report collects data for all degree seeking stud are designated as first-time first-year students c Enrollment report.

DEFINITIONS

DEGREE-SEEKING STUDENTS. Students enrolled in courses for cre recognized by the institution as earning credit toward a degre award.

FIRST-TIME FIRST-YEAR STUDENT. A student attending any inst the first time at the undergraduate level.

LOCATION OF OUT-OF-STATE CENTERS. If this institution has a tional centers or maintains a physical presence outside the S main campus, place a check in column (4) to indicate the Stat centers are located.

OUT-OF-STATE CENTERS. Sites where courses or programs are offered that a in a State different from the State of the main campus.

STATE OF RESIDENCE. A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian.

TRANSFER STUDENT. A student who is entering the reporting institution for the first time but is known to have previously attended a postsecondary institution at the same level (undergraduate, graduate, etc.).

Alabama	01				
Alaska	02				
Arizona	04				
Arkansas	05				
California	06				
Colorado	08				
Connecticut	09				
Delaware	10				
Dist of Columbia	11				
'orida	12				
gia	13				
West	15				
Wisconsin	16				
Wyoming	56				
State Unknown	57				
American Samoa	58				
Guam	59				
No Marianas	60				
Puerto Rico	61				
Trust Territory Pacific Islands	62				
Virgin Islands	63				
Foreign Countries	64				
TOTAL	65				

o Indicate the State identified by the student as his/her permanent address at the time of application to the institution. For entering freshmen, this may be the legal residence of a parent or guardian, or the State in which a student has a driver's license or is registered to vote. It is not necessarily the State in which the student's high school is located.

RESIDENCE OF FIRST-TIME STUDENTS
(Form R2)

Questions and Answers

Q What is the definition of "home-state" for first year and
students?

A "Home-state" is the state identified by the students as h
at the time of application to the institution.

Q What is considered "home-state" for a student who resides
parents who are employed with the military?

A The state of legal residence is generally the student's "
or the state where they pay taxes.

Q If the institution is unable to determine where a student
state" is, where is the student reported?

A Report the student on line 57, "State Unknown".

Q Which students are considered transfer students?

A Transfer student is an entering undergraduate student who
attended another college and has not received a baccalaur
degree. He may be transferring with or without credit.

INSTITUTIONAL ACTIVITY

(Form EA1 & EA2)

PURPOSE

This component was developed to serve several purposes. First, total edit/contact hours will provide a measure of institutional productivity lative to resource measures such as finance and staff. It will also rmit the calculation of the number of full-time equivalent students TE's) on a consistent basis across institutions and institutional types. retofore, CS asked institutions to report the full-time equivalencies their part-time students for the fall term through one of several gorithms. This resulted in idiosyncratic data that were not comparable ross institutions and could not be aggregated to a State or national vel. The total number of credit/contact hours reported on the institu-onal activity report will replace self reported full-time equivalence.

USES OF DATA

The number of full-time equivalent students is probably the most dely used measure of the size of an institution, particularly when ere is the need to compare widely disparate institutions. For example, e Title III staff of the Education Department divide total educational d general expenditures by the FTE of the institution to obtain a "per pil" expenditure measure. FTE is also a critical parameter in the ucation Department's Higher Education Planning model that is used to oject student financial aid costs.

PERIODICITY

This survey will be conducted annually and is due October 1, 1987.

The twelve (12) month period covered by this report is Jul
1986 to June 30, 1987. If it is more convenient to report for some
twelve month period, enter the period covered by the report; however
reporting period must have ended prior to September 1, 1987.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

Four-Year and Above Institutions - (EA1)

Period covered by this report ☐ July 1 to June 30 or ________ to ________

PART A - CREDIT/CONTACT HOURS ATTEMPTED IN A TWELVE-MONTH PERIOD

Level of Course	Line No	Total Hours Attempted: Total 12-Month Period (1)	Total Hours Attempted: Fall Term (2)
A. Undergraduate			
1. Credit Hours	01		
2. Contact Hours	02		
B. First-Professional[1] (credit hours only)	03		
1. Medicine, General			
2. Other Health Sciences (Chiropractic, Dentistry, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Veterinary Medicine)	04		
3. Other First-Professional (Law and Theology)	05		
C. Graduate (credit hours only)	06		

[1] If credit hours cannot be assigned, check here and leave blank on any of lines 3-5 ☐

Two-Year Institutions - (EA2)

Period covered by this report ☐ July 1 to June 30 or ________ to ________

PART A - CREDIT/CONTACT HOURS ATTEMPTED IN A TWELVE-MONTH PERIOD

Type of Course	Line No.	Total Hours Attempted: Total 12-Month Period (1)	Total Hours Attempted: Fall Term (2)
All Courses (credit hours)	01		
All Courses (contact hours)	02		

PART A - Credit Hours Attempted in a Twelve-Month Period

A. Courses Included in Report. Include all courses carrying credit a degree or other formal award. Include those courses compri part of a terminal vocational or occupational program.

B. Enrollment Included in Report. Credit hours attempted should be computed for all persons enrolled in a course for credit. Inc credit hours for high school students taking courses for credit not include auditors or students studying abroad.

C. Credit Hour Enrollment. To compute credit hours, multiply the value of each credit course by the number of students enrolle the course for credit. The number of students enrolled in a co is the number enrolled at the close of the official add period each term. If there is no official add period, report as of 15th day of each regular term, and the 5th day of each summer t Sum the credit hours carried in each course to determine t credit hours attempted.

   1. Total 12-Month Period - Report in column 1, the total credi contact hours attempted by all students during the en year. Include all short courses as well as regular acad terms.

   2. Fall Term - Report in column 2, the total credit/contact ho attempted during the fall term of the year for which you reporting.

These will have been included in your counts in column 1, and be used in conjunction with your fall enrollment report to deter full-time equivalent enrollment.

3. Course Level. The level of each course (undergrad professional, or graduate) should be the designat the course by the institution.

If there are courses that cannot be assigned to a sing (e.g., if some courses serve both undergraduates and partition the enrollment in the course based on the l students. Thus, there may be courses where credit hou of undergraduates is reported on line 01 and graduates

DEFINITIONS

CONTACT HOUR. A unit of measure that represents an hour (50- of scheduled instruction given to students. The total numb spent by all students in scheduled instructional activiti specified period of time can be determined as follows:

> If a course with an enrollment of 20 students mee three hours per week for 15 weeks, the number contact hours is 20 x 3 x 15 = 900. Simil course with an enrollment of 20 students meets ei hours per day for two days, the number of tact hours is 20 x 8 x 2 = 320.

CREDIT. Recognition of attendance and/or performance in an al activity (course or program) that can be applied by a requirements for a degree, diploma, or other formal awar institution.

CREDIT COURSE. A course that, if successfully completed, can be applie toward the number of courses required for achieving a degree, certificate or other formal award at a given institution.

CREDIT HOUR. A unit of measure that represents an hour of instructio that can be applied to the total number of hours needed for completin the requirements of a degree, certificate or other formal award at a given institution.

FALL TERM. That part of the academic year that begins on or abou September 1 to October 1.

FIRST-PROFESSIONAL STUDENT. A student *enrolled in any of the followin degree programs:*

Chiropractic (D.C.)	Pharmacy (D. Phar.)
Dentistry (D.D.S. or D.M.D.)	Podiatry (Pod. D. or D.P.)
Medicine (M.D.)	Veterinary Medicine (D.V.M.
Optometry (O.D.)	Law (L.L.B., J.D.)
Osteopathic Medicine (D.O.)	Theology (M. Div. or M.H.L.

GRADUATE STUDENT. A student who holds a bachelor's or first-professiona degree, or equivalent, and is taking courses at the postbaccalaureat level. These students may or may not be enrolled in graduate programs

UNDERGRADUATE. A student enrolled in a four or five year bachelor' degree program, in an associate program, or in a vocational or technica program below the baccalaureate.

PART B - NUMBER OF CREDIT/CONTACT HOURS ATTEMPTED IN REMEDIAL COURSES

Credit hours	Contact hours

Are these credit hours included in part A? ☐ Yes ☐ No

PART B - Number of Contact/Credit Hours Attempted in Remedial Cours

Report the total number of credit or contact hours attempted a institution during the indicated twelve-month period in remedial co If your institution awards credit for these courses, and their hou accounted for in Part A, indicate with a check in the "yes"

DEFINITIONS

REMEDIAL COURSES. Instructional activities designed for students cient in the general competencies necessary for a regular postsec curriculum and educational setting.

Four-Year Institutions (EA1)

PART C - UNDUPLICATED COUNT OF STUDENTS EVER ENROLLED FOR CREDIT IN A TWELVE-MONTH PERIOD

Level of Student	Line No	Number of Students
A. Undergraduate Students		
1. Degree Seeking	01	
2. Non-degree Seeking	02	
B. First-Professional Students	03	
1. Medicine, General		
2. Other Health Sciences (Chiropractic, Dentistry, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Veterinary Medicine)	04	
3. Other First-Professional (Law and Theology)	05	
C. Graduate Students	06	

PART C - UNDUPLICATED COUNT OF STUDENTS EVER ENROLLED FOR CREDIT IN A TWELVE-MONTH PERIOD

Students	Line No	Number of Students
Total students enrolled for credit	01	

PART C - Unduplicated Count of Students Ever Enrolled for Credit in a Twelve-Month Period

A. Students Included in Report. Report an unduplicated headcount of the number of students by level (undergraduate, first-professional, or graduate) enrolled for credit during the reporting period in any courses leading to a degree or other formal award or in any courses that are part of a terminal vocational or occupational program.

B. Students Excluded from Report. Do not report students whose only credit enrollement was at a branch campus located in a foreign country.

C. Level of Students. Report students according to the level of their standing with the institution. Students who already hold a baccalaureate degree but are enrolled as an undergraduate for additional undergraduate courses should be counted as undergraduates. Students admitted with graduate standing should be counted as graduate students even if they are taking some undergraduate courses.

enrolled in credit courses in the fall as an undergraduate, and in the spring as a graduate student, should be reported as a graduate on line 6.

FINANCE (Form F1)

A. PURPOSE

Finance data are needed for reporting and projecting the revenues ar expenditures in a national activity representing a significant componer of the Gross National Product (GNP). Knowledge of postsecondary educatic expenditures has been limited in scope to "higher education" institutions IPEDS expands that scope to include all primary providers of postsecondar education. To enhance the comparability and utility of the finance data IPEDS has made several improvements in financial reporting: (1) IPEDS i requesting information on expenditures by object (salaries, employe benefits, library acquisitions and utilities); (2) IPEDS is adding series of clarifying questions to determine what is included/exclude from reported current fund expenditures; (3) IPEDS has added a section o expenditures for student scholarships and fellowships from Federal State, local and institutional sources, and (4) IPEDS has separate appropriations for hospitals from appropriations for the educationa institution.

These finance data are needed for reporting and projecting capita outlays of 2 and 4-year colleges and universities, trends in replacement of plant assets, performance of endowment funds, and indicators of insti tutions in financial difficulty.

B. USES OF DATA

The Department of Education's Title III (Developing Institutions grant program relies on Part B, expenditures data, and full-time equiva lence to help determine whether or not an applicant college or universit is eligible to receive a grant. These data are needed annually

census of governments. CS and the Bureau created Part L of the form to collect these data. The Office of Management and Budg CS to collect these data because the Bureau's survey univers subset of the IPEDS universe. The Census Bureau also uses from Parts A and B in addition to Part L to:

- o develop estimates of State and local governments' finan
- o relay these estimates to the Bureau of Economic Analysi calculation of the Gross National Product; and
- o collect supplemental data that their census of governme not collect.

The Bureau of Labor Statistics and the Federal Mediation ciliation Service are secondary users of CS/Census finance data.

The National Institute of Education uses data from Parts A calculate the Higher Education Price Index (HEPI). This inc measure of inflation in higher education and is a valuable measuring real change over time in revenues and expenditures.

The Office for Civil Rights has used finance data to determin or institutions' compliance with anti-discrimination laws. Fr data OCR was able to determine whether or not predominantly black ly controlled institutions were being discriminated against funding decisions made by State boards of higher education.

The Bureau of Economic Analysis of the U. S. Department of uses financial statistics from Parts B, F, G, and H for the purposes:

- o preparing totals and forecasts on total non-farm expenditures for structures and equipment;
- o to publish in the <u>Survey of Current Business</u>; and
- o to develop Gross National Product accounts.

The Council of Economic Advisors analyzes institutional finance data o assess the effectiveness of the Costs Recovery Act and the Investment ax Credit to spur capital formation by colleges and universities.

Increasing numbers of State agencies are using the CS Finance report o assemble data for planning and for evaluating their higher education olicies.

For example, Michigan uses these data to determine resource allocaions; Ohio compares plant/debt and debt-to-tuition ratios among its nstitutions to forecast financial distress and to modify tuition policy; eorgia uses these data to assess trends and variance in costs at their ublicly controlled institutions; Pennsylvania, New York, Maryland, and ther States use the survey to assemble data that they need and had reviously collected with their own questionnaire. Also, the Southern egional Education Board (SREB) compares the financial characteristics of nstitutions in their region to those in other regions. SREB presents omparisons of State revenues to legislators from the various States.

Among associations, the American Council on Education (ACE), the ssociation of Institutional Researchers (AIR), the Brookings Institution, nd the Carnegie Council on Higher Education are frequent users of Finance ata. Researchers from these and other organizations uses these data to ssess the economic future of the Nation's colleges and universities. he National Center for Higher Education Management Systems in Boulder,

Colorado tested indicators of financial conditon using CS fina

exclusively. They found that their indicators could identi

institutions in either "good" or "poor" financial condition.

CS has been leading joint ventures with ACE, the National Ass

of College and University Business Officers (NACUBO), and the

Institutes for Research to develop financial and other quar

indicators of financial condition. The indicators, developed f

collected by the financial statistics and enrollments, have beer

identify gradations of financial condition and to relate these

ations of condition to Federal higher education policy. With

data, these types of studies have a greater chance of succes

useful outcomes.

C. PERIODICITY

Beginning with the IPEDS 1987 collection, this survey will

ed annually. Report finances for the fiscal year that ended

please indicate the start and end dates of the fiscal year fo

your institution. The due date is November 15th.

D. COVERAGE

This form should be completed by all institutions that

least a baccalaureate and by public, and private non-profit ins

that offer at least a two-year award but less than a bacca

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - Current Funds Revenues by Source for Fiscal Year 1987

Numbers in parentheses at the end of paragraphs refer to pages

College and University Business Administration, National Association

College and University Business Officers.

Unrestricted Current Funds. All funds, including institutional fun

received for which no stipulation was made by the donor or other exter

agency as to the purposes for which they should be expended. (3

Restricted Current Funds. Those funds available for financing opera-

tions but which are limited by donors and other external agencies

specific purposes, programs, departments, or schools. Externally impos

restrictions are to be contrasted with internal designations imposed

the governing board on unrestricted funds. (394-395)

Current Funds Revenues. Include (1) all unrestricted gifts, grants, a

other resources earned during the reporting period and (2) restrict

resources to the extent that such funds were expended. Current fu

revenues do not include restricted current funds received but not expend

because these revenues have not been earned. (396)

Type of Revenues. Current funds revenues include all unrestricted gi

and other unrestricted revenues earned during the fiscal year and r

stricted current funds to the extent that such funds were expended

current operating purposes. (396-397).

COLUMN (1). Unrestricted Revenues. Report all unrestricted rev earned during the current fiscal year from each of the listed (396)

COLUMN (2). Restricted Revenues. Report restricted current fur were expended for current operating purposes from each of the sources. (396)

COLUMN (3). Total Revenues. Report the total is the sum of res and unrestricted revenues (columns 1 and 2).

Part A - CURRENT FUNDS REVENUES BY SOURCE FOR FISCAL YEAR 1987

Source of Funds	Line No	Amount (whole dollars) Unrestricted (1)	Restricted (2)	Total (3)
Tuition and Fees	1	$	$	$
Government Appropriations*				
Federal Total*	2			
Through State Channels $	3			
State*	4			
Local*	5			
Government Grants and Contracts				
Federal*	6			
State*	7			
Local*	8			
Private Gifts, Grants, and Contracts*	9			
Endowment Income*	10			
Sales and Services of Educational Activities*	11			
Auxiliary Enterprises	12			
Hospitals**	13			
Other Sources*	14			
Independent Operations*	15			
Total Current Funds Revenues (sum of lines 1, 2, 4-15)	16	$	$	$

* Excludes appropriations, gifts, grants, endowment, and sales and services for hospitals (not Medical School)

** Amounts relating to the hospital only. If an entry is made on this line please complete Part J. Medical School revenues should be reported on lines 2 through 10, as appropriate.

Sources of Funds

LINE 1. Tuition and Fees. Report all tuition and fees assessed ag students for education purposes. Include tuition and fee remissio exemptions even though there is no intention of collecting fro student. Include here those tuitions and fees that are remitted t State as an offset to the State appropriation. (Charges for room, b and other services rendered by auxiliary enterprises are not rep here. See line 12.) (397-398)

LINES 2 - 5. Government Appropriations. Report all revenues receiv the institution that were made available through acts of a legisl body. These funds are for meeting current operating expenses and NO specific projects or programs. Examples are Federal land-grant a priations and Federal revenue sharing funds (line 2). Federal appro tions received through State channels is a subset of line 2 and shou included in the line 2 total for Federal appropriations, as well a ported separately on line 3. (398-399)

LINES 6 - 8. Government Grants and Contracts. Report all revenues governmental agencies that are for specific research projects or types of programs. Examples are research projects, training prog and similar activities for which amounts are received or expenditure reimbursable under the terms of a government grant or contracts. Am equal to direct costs incurred should be recorded as charges ag current restricted funds and reported as restricted current funds rev (column 2). Related indirect costs recovered should be reporte unrestricted revenues (column 1). Include Pell Grants (formerly BE

Note that detail on restricted student assistance revenues is requeste in Part K. (399)

LINE 9. Private Gifts, Grants, and Contracts. Report all revenues generated from private gifts, grants and contracts, and include thos revenues from private donors for which no legal consideration is involved Private contracts include those funds for which specific goods and ser vices must be provided to the funder as stipulation for receipt of th funds. Include only those gifts, grants and contracts that are directl related to instruction, research, public service, or other institutiona purposes. Monies received as a result of gifts, grants, or contract from a foreign government would be reported here. Include the estimate dollar amount of contributed services on line 9. Regardless of the manne in which contributed services are quantified, they should also be include on line 9. (399)

LINE 10. Endowment Income. Report: (1) the unrestricted income of endowment and similar funds and (2) restricted income of endowment ar similar funds to the extent expended for current operating purposes Income from funds held in trust by others under irrevocable trusts are t be included. Do not include capital gains or losses. If any such gair are spent for current operations, these should be treated as transfers not revenues. Exclude endowment income for a hospital. Institutions tha have adopted a spending formula by which they expend not only the yielc but also a prudent portion of the appreciation of the principal shou report the amount calculated by the "total return" concept. The amour so calculated should be adjusted for protection of the endowment principa

from its loss of purchasing power if that provision is part of the spen- ing formula. (399-400, 421-422)

LINE 11. Sales and Services of Educational Activities. Report all revenues derived from the sales of goods or services that are incident to the conduct of instruction, research or public service. Exampl include film rentals, scientific and literary publications, testi services, university presses, and dairy products. (400).

LINE 12. Auxiliary Enterprises. Report all revenues generated by collected from auxiliary enterprise operations of the institution. Auxiliary enterprises are managed as essentially self-supporting activ ties. Examples are residence halls, food serivces, student heal services, college unions, college stores and barber shops. (401)

LINE 13. Hospitals. Report all revenues of a hospital operated by th institution. Do NOT include here gifts, grants, appropriations, resear revenues or endowment income. Include revenues of health clinics that a part of the hospital unless such clinics are part of the student heal services program. Include only revenues for hospitals (not medic school) in the categories listed. Include all amounts appropriated governments (Federal, state or local) for the operation of hospita (sales and services revenues should be net of discounts and allowances

LINE 14. Other Sources. Report all items or revenues not covered elsewhere. Examples are interest income and gains (net of losses) fr investments of unrestricted current funds, miscellaneous rentals a sales, expired term endowments, and terminated annuity or life inco

agreements, if not material. Include revenues resulting from the and services on internal service departments to persons or ag external to the institution (e.g., the sale of computer time).

LINE 15. Independent Operations. Report all revenues associated operations independent of or unrelated to the primary missions institution (i.e., instruction, research, public service) althoug may contribute indirectly to these programs. This category gen includes only those revenues associated with major Federally Research and Development Centers. (402)

LINE 16. Total Current Fund Revenues. Report the sum of lines I and 4 through 15, inclusive.

Column I (unrestricted) plus column 2 (restricted) should equal to 3 (total) for each line. In addition to the add check specified fo 16, total current fund revenues (column 3) should be the sum of rest current fund revenues (column 2) and unrestricted current fund re (column 3).

PART B - Current Funds Expenditures and Transfers for Fiscal Year 1987.

Current Funds Expenditures and Transfers. The costs incurred for and services used in the conduct of the institution's operations. include the acquisition cost of capital assets, such as equipmen library books, to the extent current funds are budgeted for and us operating departments for such purposes. (402)

Type of Expenditures. Report both unrestricted and restricted cu funds expenditures in each of the functions listed. (402-404)

Column 1. Unrestricted Expenditures. Report unrestricted current funds expenditures in column 1. These are the expenditures of stricted current funds revenues.

Column 2. Restricted Expenditures. Report restricted current funds expenditures in column 2. These are the expenditures of restr current funds revenues.

Column 3. Total Expenditures. Report total current funds expendit The sum of columns 1 and 2.

Column 4. Salaries and Wages Without Employee Benefits. Report the amount of total expenditures for salaries and wages. Include salaries and wages of all personnel, full-time and part-time, through each functional account. Do not include any expenditures employee benefits as part of salary expenditures. Expenditures employee benefits are to be reported on lines 24 - 26.

Function of Expenditures	Line No	Amount (Whole Dollars) Unrestricted (1)	Restricted (2)	Total (3)	Wages Without Employee Benefits (Included in Col. 3) (4)	Compensation (5)
EDUCATIONAL AND GENERAL						
Instruction	1	$	$	$	$	
Research	2					
Public Service	3					
Academic Support	4					
Includes Library Expenditures of $	5					
Student Services	6					
Institutional Support	7					
Operation and Maintenance of Plant	8					
Scholarships and Fellowships	9					
Mandatory Transfers	10					
Nonmandatory Transfers	11					
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND TRANSFERS (sum of lines 1-4,6-11)	12	$	$	$		
AUXILIARY ENTERPRISES	13					
Includes Mandatory Transfer of $	14					
Includes Nonmandatory Transfer of $	15					
HOSPITALS	16					
Includes Mandatory Transfer of $	17					
Includes Nonmandatory Transfer of $	18					
INDEPENDENT OPERATIONS	19					
Includes Mandatory Transfer of $	20					
Includes Nonmandatory Transfer of $	21					
TOTAL CURRENT FUNDS EXPENDITURES AND TRANSFERS (sum of lines 12,13,16,&19)	22	$	$	$		
Total Salaries and Wages for E & G (sum of column 4 lines 1-4 & 6-8)	23					$
Total Employee Benefits Paid From Institutional Accounts	24					
Total Employee Benefits Paid from Noninstitutional Accounts — not included on line 12 col 3	25					
Total Employee Benefits Paid from Noninstitutional Accounts — included on line 12 col 3	26					
Total Employee Compensation (sum of lines 23-26)	27					$

Add checks:

1. Column 1 plus column 2 should equal to column 3 for each l

2. Column 4 should equal to or less than column 3 for each applicable.

FUNCTIONS OF EXPENDITURES

LINE 1. Instruction. Expenditures of the colleges, schools, departments, and other instructional divisions of the institution and expenditures for departmental research and public service that are not separately budgeted should be reported in this classification. Include expenditures for both credit and noncredit activities. Exclude expenditures for academic administration where the primary function is administration (e.g., academic deans). This category includes: general academic instruction; occupation and vocational instruction; special session instruction, community education; preparatory and adult basic education; and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. (404-406)

LINE 2. Research. Report all expenditures for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Do not report nonresearch sponsored programs (e.g., training programs). (406-407)

LINE 3. Public Service. Report all funds budgeted specifically for public service and expended for activities established primarily to provide noninstructional services beneficial to groups external to the institution. Examples are seminars and projects provided to particular sectors of the community. Include expenditures for community services and cooperative extension services. (407-408)

LINES 4 and 5. Academic Support. Report all expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. Include expenditures for libraries (requested separately in line 5), museums, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development. Include expenditures for veterinary and dental clinics if their primary purpose is to support the instructional program. (Include line 5 expenditures in the line 4 total for academic support.) Note: Line 4 is NOT the sum of lines 1, 2, and 3. (408-409) Line 5 should include expenditures for organized activities that directly support the operation of a catalogued or otherwise classified collection. (408)

LINE 6. Student Services. Report all expenditures for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples are career guidance, counseling, financial aid administration, and student health services (except when operated as a self-supporting auxiliary enterprise). (409-410)

tutional Support. Report all expenditures for the day-
onal support of the institution, excluding expenditures
nclude general administrative services,
legal and fiscal operations, and
-411)

LINE 8. Operation and Maintenance of Plant. Report all funds for oper tions established to provide service and maintenance related to camp grounds and facilities used for educational and general purposes. Do n include expenditures made from the institutional plant fund account (411-412)

LINE 9. Scholarships and Fellowships. Report all funds given in t form of outright grants and trainee stipends to individuals enrolled formal coursework, either for credit or non-credit. Aid to students the form of tuition or fee remissions should be included. (Exclu those remissions that are granted because of faculty or staff statu Charge these to staff benefits.) Do not report College Work-Study Pr gram expenses here; report these expenses where the student served (e.g dining halls, line 13; for a professor, line 1.) If necessary, estimat Include Pell Grants in column 2. (413-414)

LINE 10. Mandatory Transfers. Report all mandatory transfers from current funds that must be made in order to fulfill a binding leg obligation of the institution. Report mandatory debt-service provisio relating to (1) amounts set aside for debt retirement and interest; a (2) required provisions for renewal and replacements to the extent n financed from other sources. Include also the institutional matchi portion for NDSL when the source of funds is current revenue. Do n report transfers into the current fund (i.e, negative numbers.)

LINE 11. Nonmandatory Transfers. Report all transfers from the curre funds group to and from other fund groups made at the discretion of t governing board to serve a variety of objectives, such as additions

loan funds, quasi-endowment funds, general or specific plant ad
voluntary renewals and replacement of plant, and prepayments
principal. (413)

LINE 12. Total Educational and General Expenditures and Transfer
Enter here the sum of lines 1 through 4 and 6 through 11.

LINE 13. Auxiliary Enterprises. Report all expenditures that ar
tially self-supporting operations that exist to furnish a se
students, faculty, or staff, and that charge a fee that is
related to, although not necessarily equal to, the cost of the
Examples are residence halls, food services, college stores, ar
collegiate athletics. (Include the mandatory and nonmandatory t
amounts on lines 14 - 15 in the line 13 amount.) (413-414)

LINE 14. Mandatory Transfers for Auxiliary Enterprises. Report
amount transferred from current funds for mandatory debt serv
visions relating to auxiliary enterprises. (414)

LINE 15. Nonmandatory Transfers for Auxiliary Enterprises. Repo
amount transferred from current funds for nonmandatory debt serv
visions relating to auxiliary enterprises. (414)

LINE 16. Hospitals. Report all expenditures associated with th
tion of a hospital, including nursing expenses, other professio
vices, general services, administrative services, fiscal servi
charges for physical plant operations. (Include the mandatory and
datory transfers amounts on lines 17 and 18 in the line 16
(414-415)

LINE 17. Mandatory Transfers for Hospitals. Report the amount transferred from current funds for mandatory debt service provisions relating to hospitals. (415)

LINE 18. Nonmandatory Transfers for Hospitals. Report the amount transferred from current funds for nonmandatory debt service provisions relating to hospitals. (415)

LINE 19. Independent Operations. Report all expenditures associated with the operations that are independent of or unrelated to the primary missions of the institution, although they may indirectly contribute to the enhancement of these programs. This category is generally limited to expenditures of a major Federally Funded Research and Development Center. Do not include the expenditures of operations owned and managed as investments of the institution's endowment funds. (Include the mandatory and nonmandatory transfers amounts on lines 20-21 in the line 19 amount.) (415-417)

LINE 20. Mandatory Transfers for Independent Operations. Report the amount transferred from current funds for mandatory debt service provisions relating to independent operations. (416)

LINE 21. Nonmandatory Transfers for Independent Operations. Report the amount transferred from current funds for nonmandatory debt service provisions relating to independent operations. (416)

LINE 22. Total Current Funds Expenditures and Transfers. Report the sum of lines 12, 13, 16 and 19.

LINE 23. Total Salaries and Wages. Report total current funds expenditures for salaries and wages. This is the sum of column 4, line 1-4, 6-8. Include the salaries and wages for all personnel, full an part-time, paid through each functional account. Do not include a expenditures for employee benefits. Additional information on employee benefits paid from noninstitutional accounts should be report in Part C.

LINE 24. Total Employee Benefits Paid from Institutional Accounts. Report the portion of benefits paid from institutional accounts line 24. If no employee benefits are paid through institutional accounts, report a zero here.

LINE 25. Total Employee Benefits Paid from Noninstitutional Accounts. Report the portion of benefits paid from noninstitutional accounts line 25 that is not included in line 12 column 3. Additional information on employee benefits paid from noninstitutional accounts should reported in Part C.

LINE 26. Total Employee Benefits Paid from Noninstitutional Accounts. Report the portion of benefits paid from noninstitutional accounts

'ncluded in line 12 column 3. Additional informati

ts paid from noninstitutional accounts should

oyee Compensation. Report total current funds

mpensation. This is the sum of total salari

employee benefits (lines 23 - 26).

PART C - Clarifying Questions Regrading Total E & G Expenditures

Revenues

Clarifying questions in Part C request information on expe
from accounts not controlled by the reporting institution. These
ing questions are intended to identify categories where expendit
be made for the institution over which the institution has no con
which may not be included in the E & G expenditures report.

An institutional account is one in which the institution m
fiscal control of revenues or expenditures and has full knowl
the amounts flowing through each account.

1. Institutional Systems. Please indicate if the institut part of a system and, if it is, whether any costs operation of the central administration are included report.

2. Tuition and Fees. Please indicate if any amount of tui fees is dedicated to a purpose other than operations (e. retirement); if so, specify amount.

3. Intercollegiate Athletics. Please indicate how interco athletics are funded and, if included in the expenditu port, under which function they are included.

4. Other Exclusions. Please report if their are other exc the expenditures report.

benefits reports on Part B, line 24. Please indicate whe

ployee benefits from institutional accounts are charged.

6. Agricultural Experiment Stations and Extension Services. there is an agricultural experiment station(s), or agricu extension services, please indicate and also indicate if expenditures are included in Part B.

Part C - CLARIFYING QUESTIONS REGARDING TOTAL E & G EXPENDITURES AND REVENUES

1. Institutional Systems

This unit is part of an institutional system

☐ No
☐ Yes

If yes, are any costs for the operation of central administration included in this report

☐ No
☐ Yes Amount $ ________

2. Tuition and Fees

a. Tuition and fees (Copy Part A, line 1, column 3) $ ________
b. Tuition and fees collections (including remissions) used for purposes other than current operations (e.g. debt retirement) not reported in Part A, line 1 $ ________
c. Total tuition and fees (a + b) $ ________

3. Intercollegiate Athletics

This institution's intercollegiate athletic program is funded through: (check all that apply)

a. ☐ This institution has no intercollegiate athletic program

Institutional Accounts

b. ☐ Amount reported in Auxiliary Enterprises (Part B, line 13) $ ________
c. ☐ Amount reported in Instruction (Part B, line 1) $ ________
d. ☐ Amount reported in Student Services (Part B, line 6) $ ________

Separate Corporation or Foundation

e. ☐ Amount from a separate corporation or foundation $ ________

4. Other Exclusions

Are some education and general expenditures for professorships, research or other functions paid directly by foundations or other organizations so they are not included in Part B.

a. ☐ Yes Amount $ ________
b. ☐ No

5. Employee Benefits

Specify from which of the following are employee benefits paid: (check one)

a. ☐ All employee benefits paid from institutional accounts are charged against Institutional Support (Part B, line 7) and not to the functional categories to which they are attributable.
b. ☐ All employee benefits paid from institutional accounts are charged against attributable functional categories (i.e. Instruction, Research, Public Service, Academic Support, Student Services, Operation and Maintenance of Plant, Part B, lines 1-4,6-8) as well as to Institutional Support (Part B, line 7)

6. Agricultural Experiment Stations and Extensions Services (For Land Grant Institutions Only) (check all that apply)

a. ☐ Expenditures for agricultural experiment stations are included in Part B
b. ☐ Expenditures for agricultural extension services are included in Part B
c. ☐ Not Applicable

PART D - Library Expenditures for Acquisitions for Fiscal Year 1987

LINE 1. Total Operating Expenditures for Library Acquisitions Include on Part B, Line 5. Report total expenditures for library acquisiti that were included on Part B, line 5. Library acquisitions include print materials, microfilms, microfiche, audiovisual materials such records, films, and computer software. Do not include expenditures hardware of any kind. For example, do not include expenditures computer terminals, microfiche readers, record players, and projecto

LINE 2. Other Expenditures for Library Acquisitions Not Included on P B, Line 5. Report all other expenditures for library acquisitio excluding land and buildings, not reported on Part B, line 5. (4

LINE 3. Total Expenditures for Library Acquisitions. Report all expenditures for library acquisitions, both current funds and capit This is the sum of lines 1 and 2.

Part D - LIBRARY EXPENDITURES FOR ACQUISITIONS FOR FISCAL YEAR 1987

Expenditures	Line No	Amount (whole dollars)
erating Expenditures for Library Acquisitions (Included on Part B line 5)	1	$
Other Expenditures for Library Acquisitions (Not Included on Part B, line 5)	2	
Total Expenditures for Library Acquisitions (sum of lines 1 and 2)	3	$

LINE 1. Total Expenditures for Utilities. Report all expe
for utilities in the operation and maintenance of plan
enterprises, and independent operations. Exclude expenditur
hospitals. (412)

Part E - UTILITY EXPENDITURES FOR FISCAL YEAR 1987

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for Utilities (exclude hospitals)	1	$

Part F - PHYSICAL PLANT ASSETS FOR FISCAL YEAR 1987

Type of Asset	Line No	Book Value At Beginning of Year (1)	Additions During Year (2)	Deductions During Year (3)	Book Value At End of Year (4)	Current Re ment Valu (5)
Land	1	$	$	$	$	
Buildings	2					$
Equipment	3					

PART F - Physical Plant Assets for Fiscal Year 1987

Report the values of land, buildings, and equipment owned, rented, or used by the institution. Do not include those plant values which are a part of endowment or other capital fund investments in real estate. Data for the institution that are not kept on the books of account of the institution, but are kept in the records of another organization or agency for the institution, should be included (e.g., State schools should report physical plant even though records are maintained by a State agency). Exclude construction in progress; report completed buildings as an addition where accepted.

COLUMN 1. Book Value at Beginning of Year. Book value of plant at the beginning of fiscal year is intended as the dollar amount of value as shown on the institution's accounting records.

COLUMN 2. Additions During Year. Additions during the year are additions to plant made through purchase, by gift-in-kind from donor, and from other additions. Exclude construction in progress.

COLUMN 3. Deductions During Year. Deductions from the plant are deductions resulting from selling, razing, fire and other hazards, or other disposition of assets.

COLUMN 4. Book Value at End of Year. Book value of plant at the end of the fiscal year is intended as the dollar amount of value as shown on the institution's accounting records. Column 4 is the sum of columns 1 and 2, less column 3.

current costs to replace all buildings owned or used by the instit

Report recent appraisal value or what is currently carried as ins

replacement value. Do not include the replacement values of those

ings which are a part of endowment or other capital fund investme

real estate. This figure is not a book value figure.

Part G - INDEBTNESS ON PHYSICAL PLANT FOR FISCAL YEAR 1987

Balances and Transactions	Line No	Amount (whole dollars)
Balance Owed on Principal at Beginning of Year	1	$
Additional Principal Borrowed During Year	2	
Payments Made on Principal During Year	3	
Balance Owed on Principal at End of Year (line 1 plus line 2 minus line 3)	4	
Interest Payments on Physical Plant Indebtness	5	

PART G - Indebtedness on Physical Plant for Fiscal Year 1987

In Part G, report data on indebtedness liability against plant. Include auxiliary enterprises facilities as well as and general facilities. Examples of auxiliary enterprises fa those used for operation of housing, food service, bookstore units which are classified as auxiliary enterprises. Ent N.A.'s if the institution has no indebtedness.

LINE 1. Balance owed on Principal at Beginning of Year. Bal indebtedness of principal at the beginning of the year is shown in the liability section of the plant fund balance shee

LINE 2. Additional Principal Borrowed During Year. Addition borrowed during the year is loans negotiated through bonds, notes, or any other type of financing (including shortterm amounts borrowed from other institutional funds for phys

LINE 3. Payments Made on Principal During the Year. Payment loans principal during the year is amount used to reduce the loans, regardless of the source of funds.

LINE 4. Balance Owed on Principal at the End of Year. Balan indebtedness principal at the end of the year is that amount liability section of the plant fund balance sheet. It is lines 1 plus 2, less 3.

LINE 5. Interest Payments on Physical Plant Indebtedness. Repor total interest charges paid during the fiscal year on physic indebtedness. Exclude principal repayments (see line 3).

Part H - DETAILS OF ENDOWMENT ASSETS FOR FISCAL YEAR 1987

Balances and Yield	Line No	Book Value (1)	Market Value (2)	Amount (whole dollars)
Value of Endowment Assets at the Beginning of the Fiscal Year	1	$	$	
Value of Endowment Assets at the End of the Fiscal Year	2			
Endowment Yield (dividends, interest, rents, royalties, etc.)	3			$
Endowment Yield (line 3) Transferred to Endowment Fund	4			
Transfer from the Endowment Fund to the Current ...d (Only for those Institutions Employing the ...tal Return Concept and Spending Rule)	5			

PART H - Details of Endowment Assets for Fisc

In Part H, report the amounts of gross quasi-endowment (funds functioning as endowm ments by liabilities for Part H. (Part I, funds net of liabilities and, therefore, may reported for Part H.)

LINE 1. Value of Endowment Assets at the Beg Report the book value of endowment in the value in the second column. (If market valu available, use whatever value was assigned by market values in the annual financial report.

LINE 2. Value of Endowment Assets at the End book value of endowment at the end of the shown on the accounting records of the Instit column (1) and the market value of endowment column (2).

LINE 3. Endowment Yield (dividends, interest Yield includes all earnings (not realized gai ments regardless of distribution made of the tional funds. Interest, dividends and amortiz and premiums should be included. This figure endowment yield figure reported in the audite statements.

endowment fund. Excess yield is the endowment income earned o

above the amount authorized to be spent under a "spending

LINE 5. Transfer from the Endowment Fund to Current Fund Revenues for those institutions employing the total return concept and the ing rule). Report amount transferred from the endowment funds to fund.

Part I - STATEMENT OF CHANGES IN FUND BALANCES FOR FISCAL YEAR 1987

	Line No.	Current Funds[2] Unrestricted (1)	Restricted (2)	Loan Funds (3)	Endowment and Similar Funds (4)	Annuity and Life Income Funds (5)	Plant Funds[3] (6)
Additions (Includes Revenues)	1	$	$	$	$	$	$
Deductions (Includes Expenditures)	2						
Total Transfers Into/(Out of)[1]	3						
Summary							
Net Increase/(Decrease) For Year	4						
Fund Balance at Beginning of Year	5						
Fund Balance at End of Year	6						

1 Total of row should sum to zero
2 Include all current funds including those for auxiliary enterprises
3 Include the value of investment in physical plant

PART I - Statement in Fund Balances for Fiscal

The "Statement of Changes in Fund Balance: stitutional flow of funds into, out of, and a groups. Also included in a summary of the n (including beginning and ending balances) for Figure 4 in the Higher Education Finance Manual. obtained directly from the audited general purp specifically from the "Statement of Changes in F

COLUMN (1). Unrestricted Current Funds. Report institution's management may use for any purp include unrestricted funds that are designat governing board for a specific use. Include aux

COLUMN (2). Restricted Current Funds. Report given to the institution for a very specific as current operations. Include auxiliaries.

COLUMN (3). Loans Funds. Report those funds are available for loans to students, loans made to the institution.

COLUMN (4). Endowment and Similar F cipal is nonexpendable and that are earnings for institutional use. Inc ment funds.

COLUMN (5). Annuity and Life Income Funds. Report those funds ... a stipulation that the institution make payments to one or more s... beneficiaries.

COLUMN (6). Plant Funds. Report all unexpended plant funds, f... renewal and replacement, funds for debt service charges and ... retirement of indebtedness, and the amount of institutional f... vested in physical plant facilities (other than those of endow... similar funds). Report the plant fund balance, that is, the ... physical plant less related outstanding debt. Include the ... investment in physical plant.

PART I (continued) STATEMENT OF CHANGES IN FUND BALANCES FOR FISC... 1987.

LINE 1. Additions. Report all monies, including revenues but e... transfers, added to any fund groups during the fiscal year.

LINE 2. Deductions. Report all funds, including expenditures ... cluding transfers, flowing out of any of the fund groups du... fiscal year.

LINE 3. Total Transfers Into/(Out of). Report all mandatory and... datory transfers flowing into or out of any of the fund groups du... fiscal year. Transfers are self-balancing across the columns. ... every transfer results in an equal addition (shown as a positiv... in the receiving fund group column) and deduction (shown as a ... figure in parentheses in the donor fund group column); therefore, ... result always will be zero.

LINE 4. Net Increase (Decrease) for Year. Repor balances from the beginning to the end of the difference between lines 6 and 5. A net increas tive figure and a net decrease is reported as parentheses). This row should sum to zero.

LINE 5. Fund Balance at Beginning of Year. Repo balance before any of the flows additions, de described in the statement for that fund group.

LINE 6. Fund Balance at End of Year. Report the balance after all of the additions, deductions, in the statement.

Part J - HOSPITAL REVENUES (To be completed by inst

Source	Line No	Unrestricted (1)	
Government Appropriations Federal	1	$	$
State	2		
Local	3		
Sales and Services	4		
All Gifts, Grants and Contracts	5		
Endowment Income	6		
Other Sources	7		
Total (sum of lines 1-7, this total must equal corresponding totals on Part A line 13, columns 1 - 3)	8	$	

PART J - Hospital Revenues for Fiscal Year 1987

This section requests detail on hospital revenues reported in P If the institution has fiscal control over a major, public service tal, the revenues for, or generated by, such a hospital should be re here and included in appropriate source category in Part A (lin

COLUMN (1) Unrestricted. Report current funds earned during t porting period that were available for meeting the expenses of a hos Include current funds that were designated (by the president, bo trustees, et al) for hospitals.

COLUMN (2) Restricted. Report current funds restricted (by the for use in meeting current operating expenses. Report restricted re to the extent that such funds were expended.

COLUMN (3) Total. Report the sum of columns (1) and (2).

LINE 1. Federal Appropriations. Report amount appropriated by the Federal government for the operation of a hospital.

LINE 2. State Appropriations. Report the amount appropriated b State government for the operation of a hospital.

LINE 3. Local Appropriations. Report the amount appropriated by government for the operation of a hospital.

LINE 4. Sales and Services. Report revenues (net of discounts, ances, and provisions for doubtful accounts) generated by hos from daily patient, special, and other services. Revenues of clinics that are part of a hospital should be included in this cat

and contracts provided by governmental agencies, private sources (busi-
nesses, foundations, individuals), and foreign governments that were fo
the operation of a hospital.

LINE 6. Endowment Income. Report that portion of endowment income (Par
A, line 10) that is for the operation of a hospital.

LINE 7. Other Sources. Report all items of revenues not covered else-
where.

LINE 8. Total Report Hospital Revenues. This is the sum of lines 1-7
The totals on this line must equal the corresponding totals on Part A
Line 13, Columns 1-3.

Part K - SCHOLARSHIP AND FELLOWSHIP EXPENDITURES (To be completed by institutions responding on Part B, line 9)

Source	Line No.	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Federal Government Pell Grants	1	$	$	$
Other Federal	2			
State Government	3			
Local Government	4			
Private	5			
Institutional	6			
Total Scholarship and Fellowship Expenditures (sum of lines 1-6, this total must equal corresponding totals on Part B, line 9, cols 1-3)	7	$	$	$

PART K - Scholarships and Fellowship Expenditures for Fiscal Year 198

Report all expenditures for scholarships and fellowships from gov mental, private, and institutional sources. These include Pell Gr and SEOGs. SSIGs would normally appear as a State source. Report p able student aid from another State as a State source. Exclude Col Work-Study Program expenditures.

Scholarships are defined as grants-in-aid, trainee stipends, tui and fee waivers, and prizes to undergraduate students. Also Fellows are defined as grants-in-aid and trainee stipends to graduate stude It does not include funds for which services to the institution mus rendered, such as payments for teaching, or student loans.

COLUMN 1. Unrestricted. Report all expenditures of unrestricted cur funds for scholarships and fellowships.

COLUMN 2. Restricted. Report all expenditures of those current f that were received for the expressed purpose of providing scholars and fellowships.

LINE 1. Federal Government/Pell Grants. Report the total amount of Grants disbursed by your institution.

LINE 2. Federal Government/Other Federal. Report all expenditures scholarships and fellowships, excluding Pell Grants, that were rece from Federal government agencies. Include Supplemental Educational Opportunity Grants (SEOGs). Exclude College Work-study funds. S Student Incentive Grants (SSIGs) would normally appear as a State sou

LINE 3. State Government. Report all expenditures for scholarships a fellowships that were provided by the State.

LINE 4. Local Government. Report all expenditures for scholarships a fellowships that were received from local governments.

LINE 5. Private. Report all expenditures received from private sourc (e.g., business, foundations, individuals, foreign governments) that wer spent for scholarships and fellowships.

LINE 6. Institutional. Report all expenditures for scholarships ar fellowships that were generated by the institution. Examples incluc tuition and fees revenues, endowment income, sales and services of educa tional activities, and other sources. Exclude funds received from goverr mental or private sources (line 1 through 5, above).

LINE 7. Total Scholarship and Fellowships Expenditures. Report total scholarships and fellowships expenditures. This is the sum of lines 1-6 The totals on this line must equal the corresponding totals on Part B Line 9, Column 1-3.

FINANCE - REVENUES AND EXPENDITURES
(FORM F1)

Questions and Answers

Part A - Current Funds Revenues by Source for Fiscal Year 1987

Q What is a current fund revenue?

A Current funds revenues include all unrestricted gifts and o unrestricted revenues earned during the fiscal year and res current funds to the extent that they were spent to meet operating expenses. By current operating expenses we expenses such as payroll, utilities, materials, supplie minor short-term equipment. Exclude funds received for pl plants and loans.

Q Columns (1) and (2) ask for unrestricted and restricted cur funds. How will I know whether the revenues my school re are unrestricted or restricted?

A The source of the funds (i.e., the donor) is the one who pu "restrictions" on funds. The restrictions, if any, w clearly written, as in a contract or a grant. The restr tell the institution (the recipient) how the donor (the sou the money) wants that money spent. Examples include schola and research contracts. Examples of unrestricted revenues tuition and fees collections, income from sales and service private gifts, and some endowment income. Please note that nues ear-marked for a specific purpose by your president or of directors are designated funds not restricted funds, and be reported as unrestricted current funds.

only the finances for the period that coincides with the Federal Fiscal Year?

A No. Give us data for <u>your</u> fiscal year whether it is the traditional July 1 to June 30th college fiscal year, the Federal fiscal year, the calendar year, or whatever. We want data for that fiscal year that ended sometime in 1987. Please note at the top of Part A, the period of coverage for your fiscal year.

Q Where do we report money received for the purchase of land, buildings or major equipment?

A Report in Part F any additional purchases of land, buildings, and equipment. Do <u>not</u> report funds for plant in Part A.

Q Does Line 1, tuition and fees, include Pell Grant money?

A Line 1 should include all tuition collections regardless of source <u>plus</u> waivers and remissions.

Q Do we also report Pell Grants on Line 6, Federal grants and contracts?

A Yes, but only to the extent expended.

Q Our university operates a large, public service hospital. The State gives us an annual appropriation for it. Do we show that on Line 13, hospitals?

A No. Report all State appropriations on Line 4. Line 13 is for patient fees.

<u>Part B - Current Funds Expenditures and Transfers for Fiscal Year 1987</u>

Q This Part B collects expenditures by <u>function</u>. Where do we put certain <u>objects</u> of expenditures such as payroll costs?

A Report salaries for staff according to the most appropriate function. For example, teaching faculties' salaries go on l 1, instruction. If a faculty member is engaged primarily research even though (s)he may teach, report his(her) salary line 2 research.

Q Unlike the HEGIS finance questionnaire, the IPEDS finance form asks for mandatory and nonmandatory transfers. What's the d ference?

A Mandatory transfers are those funds that your institution must transfer from current funds to another fund group in order satisfy binding legal obligations that the institution has m with an organization external to the institution. An example the institution's matching funds for NDSL. Nonmandatory transf are those movements of funds that your institution (preside governing board, business officer) decides to make (as opposed required to make)

Q Should we report loans on line 9, scholarships and fellowships?

A No. Neither loans nor work-study expenditures.

Q Where do we report student loans?

A Loans should be reported in Part I (eye), column (3). Money received by your school for loans to students or staff are repor as additions. Money distributed as loans are reported as ded tions.

Q Should I report staff benefits/fringe benefits as institutional support?

fidelity, retirement and other compensation should be reported with the salaries for those staff. That is, benefits should be in the appropriate functional category. However, if you report all benefits in institutional support, please indicate this in the "Employee Benefits" Section of Part C.

C - Clarifying Questions Regarding Total E&G Expenditures and ues

We're a public institution in State X. Are we to check "yes" on the first question?

If you're listed in the Education Directory with indentation underneath a listing for a central administration or system's office, then your institution is part of a system.

D - Library Expenditures for Acquisitions

By "acquisitions", do you include things like a new library building?

No. Exclude land, buildings, and major equipment.

E - Utility Expenditures

Do you want the utility component of B8, operation and maintenance of plant?

No. Include utilities paid for the entire institution except the major, public service hospital.

F - Physical Plan Assets for Fiscal Year 1987

Where do we show depreciation?

A Most colleges and universities are nonprofit and hence don't depreciate their plant. However, if your institution does depreciate, show it in column (3), deductions during the year

Part G - Indebtedness on Physical Plant for Fiscal Year 1987

Q Do you want short-term as well as long-term debt reported in Part G.

A We want you to report any borrowing your institution has incurred to replace or renovate your campus facilities.

Part H - Details of Endowment Assets for Fiscal Year 1987

Q Are "endowment assets" only stocks and bonds?

A Not necessarily. Please report money invested in stocks, bonds, real estate, pork futures, or even race horses, if the purpose o the purchase of same was to create income and/or accumulate wealt (i.e., appreciation).

Part I - State of Changes in Fund Balances for Fiscal Year 1987

Q Our college's annuity and life income funds are combined in our auditor's report with endowment funds. How do we split the out?

A If your A and LI Funds are small, it is permissable to combine them with Endowment Funds.

Q I'm with a community college which, by State law must revert cash back to the State at the end of the fiscal year. What do we sho for ending balances?

A If that is the case for your institution, you should probably report zero. The one exception would be plant funds where the ne

book value of your campus (land, buildings, and equipment) should be reported.

Q Why should line 3 "sum to zero"?

Because transfers of money among fund groups do not leave the institution. The amount leaving one fund group (shown with brackets or a minus sign) is received by another fund group (a positive amount). Each transfer balances or so does the sum of multiple transfers.

Part J - Hospital Revenues

Q Do you want clinics or infirmaries' finances reported?

A Yes, if they are an inseparable (fiscally) part of a major, public service hospital.

Q Our State gives us large sums of money to reimburse us for the care of indigent patients. This money is not for education purposes. Should we exclude it?

A No.

Part K - Scholarships and Fellowships Expenditures

Q We set aside a certain percent of tuition and fees collections for scholarships. Where do we report those funds?

A This is an example of institutionally - generated revenues and should be reported on line 6.

FINANCE

(Form F2)

A. PURPOSE

Finance data are needed for reporting and projecting the revenue and expenditures in a national activity representing a significant compon-ent of the GNP. Knowledge of postsecondary education expenditures ha been limited in scope to "higher education" institutions. IPEDS expand that scope to include all primary providers of postsecondary education To enhance the comparability and utility of the finance data, IPEDS ha made several improvements in financial reporting: (1) IPEDS is requestin information on expenditures by object (salaries, employee benefits library acquisitions and utilities); (2) IPEDS is adding a series o clarifying questions to determine what is included/excluded from reporte current fund expenditures; and (3) IPEDS has added a section on expendi-tures for student scholarships and fellowships from Federal, State, loca and institutional sources.

B. USES OF DATA

The National Institute of Education uses data from Parts A and B t calculate the Higher Education Price Index (HEPI). This index is measure of inflation in higher education and is a valuable tool fo measuring real change over time in revenues and expenditures.

Among associations, the American Council on Education (ACE), th Association of Institutional Researchers, the Brookings Institution, an the Carnegie Council on Higher Education are frequent users of Financ data. Researchers from these and other organizations uses these data t

National Center for Higher Education Management Systems in Boulder, rado tested indicators of financial condition using CS finance data usively. They found that their indicators could identify those itutions in either "good" or "poor" financial condition.

CS has been leading joint ventures with ACE, the National Associa- of College and University Business Officers (NACUBO), and the Ameri- Institutes for Research to develop financial and other quantifiable cators of financial condition. The indicators, developed from data ected by the financial statistics and enrollments, have been used to tify gradations of financial condition and to relate these determin- ns of condition to Federal higher education policy. With improved , these types of studies have a greater chance of successful and ul outcomes.

In September 1980, ACE, NACUBO, and CS hosted the Fourth Annual ing Conference on Financial Indicators. During this meeting, several archers reported progress in this important area and CS was encouraged mprove and expand its collection of finance to aid research and lopment efforts.

identiality

CS will assure that confidentiality of data collected from individual itutions. No data will be provided on an individual institution, on an aggregated basis.

C. PERIODICITY

Beginning with the IPEDS 1987 collection this survey will be collect ed annually. Report finances for the fiscal year that ended in 1987 please indicate the start and end dates of the fiscal year followed b your institution. The due date is November 15th.

D. COVERAGE

This form is to be completed by private-for-profit schools tha offer at least a two-year award but less than a baccalaureate.

PART A - Current Funds Revenues by Source for Fiscal Year 1987

Numbers in parenthesis at the end of paragraphs refer to pages in College and University Business Administration, National Association of College and University Business Officers.

Types of Revenues. Current funds revenues include all unrestricted gifts and other unrestricted revenues earned during the fiscal year and restricted current funds to the extent that such funds were expended for current operating purposes. (396-397)

COLUMN (1). Unrestricted Revenues. Report all unrestricted revenues earned during the current fiscal year from each of the listed sources.

COLUMN (2). Restricted Revenues. Report restricted current funds that were expended from current operating purposes during the current fiscal year from each of the listed sources. (396).

COLUMN (3). Total Revenues. The total is the sum of the unrestricted and restricted revenues (column 1 and column 2).

Part A - CURRENT FUNDS REVENUES[1] BY SOURCE FOR FISCAL YEAR 1987

Source of Funds	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Tuition and Fees	1	$	$	$
Government Appropriations, Grants and Contracts				
Federal	2			
State and Local	3			
Sales and Services of Educational Activities	4			
Other Sources	5			
Total Current Funds Revenues (sum of lines 1 through 5)	6	$	$	$

[1] Revenues available for meeting current operating expenditures

Source of Funds

LINE 1. Tuition and Fees. Report all revenues derived from tuition and fees assessed against students for current operating purposes. Include tuition and fee remissions or exemptions even though there is no intention of collecting from the student. Include here those tuitions and fees which are remitted to the State as an offset to the State appropriation. (Charges for room, board, and other services rendered by auxiliary enterprises are not reported here. See line 4.) (397-398)

LINES 2 and 3. Government Appropriations, Grants, and Contracts. Report all revenues received from or made available to the institution through acts of a legislative body (line 2 Federal and line 3 State and local). These funds are for meeting current operating expenses or for specific research projects or other types of programs. Examples are research projects, training programs, and similar activities for which amounts are received or expenditures are reimbursable under the terms of a government grant or contract. Amounts equal to direct costs incurred should be recorded as charges against current restricted funds and reported as restricted current funds revenues (column 2). Related indirect costs recovered should be reported as unrestricted revenues (column 1). Include Pell Grants (formerly BEOGs). In addition to reporting it here, also report details on restricted student assistance in Part E. (398-399)

LINE 4. Sales of Products and Services Ancillary to Instructional Activities. Report all revenues derived from the sales of goods and services that are incidental to the conduct of instruction, research or public services. Examples include machine shop products, data processing

services provided by students as part of their instruction, cosmetology services, sales of handcrafts prepared in classes. Also, report here all revenues generated by or collected from auxiliary enterprise operations of the institution. Auxiliary enterprises are managed as essentially self-supporting activities. Examples are food services, student health services, and retail stores. (400-401)

LINE 5. Other Sources. Report all revenues not covered elsewhere. Examples are interest income and gains (net of losses) from investments of unrestricted current funds. Include revenues resulting from the sales and services of internal service departments to persons or agencies external to the institution (e.g., the sale of computer time). (401)

LINE 6. Total Current Funds Revenues. Report here the sum of lines 1 through 5, inclusive.

PART B - Current Funds Expenditures for Fiscal Year 1987.

Type of Expenditures. Report both unrestricted and restricted current funds expenditures in each of the functions listed. (402-404)

Column 1. Unrestricted Expenditures. Report unrestricted current funds expenditures in column 1. These are the expenditures of unrestricted current funds revenues.

Column 2. Restricted Expenditures. Report restricted current funds expenditures in column 2. These are the expenditures of restricted current funds revenues.

Column 4. Salaries and Wages Without Employee Benefits. Report the amount of total expenditures for salaries and wages of all personnel, full and part-time paid through each functional account. Do not Include any expenditures for employee benefits as part of salary expenditures. Expenditures for employees benefits are to be reported on line 5.

Part B - CURRENT FUNDS EXPENDITURES FOR FISCAL YEAR 1987

Function of Expenditures	Line No	Amount (whole dollars) Unrestricted (1)	Restricted (2)	Total (3)	Amount for Salaries and Wages Without Employee Benefits (Included in column 3) (4)
Educational and General					
Instruction	1	$	$	$	
Scholarships and Fellowships	2				
Other E & G Expenditures	3				$
Auxiliary Enterprises	4				
Total Current Funds Expenditures (sum of lines 1-4)	5	$	$	$	
Total Employee Benefits (for salaries included on lines 1 and 3	6			$	

FUNCTION OF EXPENDITURES

LINE 1. Instruction. Report all the expenditures of the departments and other instructional divisions of the institution and expenditures fo public service that are not separately budgeted should be included i this classification. Include expenditures for both credit and noncredi activities. Exclude expenditures for academic administration where th primary function is administration (e.g., academic deans). This categor Includes: general academic instruction; occupation and vocational instr tion; special session instruction, community education; preparatory an

adult basic education; and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. (404-406)

LINE 2. Scholarships and Fellowships. Report all expenditures given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or non-credit. Aid to students in the form of tuition or fee remissions should be included. (Exclude those remissions that are granted because of faculty or staff status. Charge these to staff benefits. Include Pell Grants in column 2. (413-414)

LINE 3. Other E & G Expenditures. Report all other expenditures made by the institution for activities related to the operation of the institution. These would include expenditures to:

(a) Provide non-instructional services beneficial to groups external to the institution. Include expenditures for community services and cooperative extension services. (407-408)

(b) Support the institutions' instruction mission through academic administration, personal development, and course and curriculum development. (408-409)

(c) Provide services to students outside the context of formal instruction, through such means as career guidance, counseling, financial aid administration and student health services. Include the administration allowance for Pell Grants. (409-410)

(d) Support the day-to-day operations of the institution, includi general administrative services, planning, legal and fisc operations. (410-411)

(e) Support the operation and maintenance of the physical faciliti of the institution. (411-412)

(f) Provide financial aid to students enrolled in formal coursewor including aid to students in the form of tuition or f remissions. Pell Grants would be included in column (2) this line. (413-414)

LINE 4. Auxiliary Enterprises. Report all expenditures that are esse tially self-supporting operations which exist to furnish a service students, faculty, or staff, and which charge a fee that is direct related to, although not necessarily equal to, the cost of the servic Examples are food services or retail stores. (413-414)

LINE 5. Total Current Funds Expenditures. Report the sum of lines 1, 3, and 4.

LINE 6. Total Employee Benefits. Reports the total fringe benefits pa for salaries reported in lines 1 and 3. If no fringe benefits are pa through institutional accounts, report a zero. If only some frin benefits are paid through institutional accounts or if only some personn whose salaries were reported on lines 1 and 3 receive fringe benefit report that proportion of employee benefits actually paid by the instit tion.

cal/dental plans, guaranteed disability income protection, tuition plans, housing plans, unemployment compensation, group life insurance, workmen's compensation, and other benefits in kind with cash options. It includes vacation and sick leave only to the extent expended.

Part C - UTILITY EXPENDITURES FOR FISCAL YEAR 1987

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for Utilities	1	$

PART C - Utility Expenditures for Fiscal Year 1987

LINE 1. Total Expenditures for Utilities. Report all expenditures for utilities in the operation and maintenance of plant, auxiliary enterprises, and independent operations. Include expenditures for electricity, gas, fuel oil, coal, water, sewage, etc. used to provide heat, air conditioning, water, and sewage to institutional facilities. Please do not include telephone charges. If power is generated by the institution's own power plant, include the operating cost here. (412)

Part D - LIBRARY EXPENDITURES FOR ACQUISITIONS FOR FISCAL YEAR 1987

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for *Library Acquisitions*	1	$

PART D - Library Expenditures for Acquisitions for Fiscal Year 1987.

If this institution does not have library expenditures enter 0 on line 1.

acquisitions.

Library acquisitions include all print materials, microfilm, mic

audio-visual materials such as records and films, computer softw

not include expenditures for hardware of any kind. For exmaple

include expenditures for computer terminal, microfiche readers

players, and projectors.

Part E - SCHOLARSHIP AND FELLOWSHIP EXPENDITURES (To be completed by institutions responding on Part B, line 2)

Source	Line No	Amount (whole dollars) Unrestricted (1)	Restricted (2)	Total (3)
Federal Government Pell Grants	1	$	$	$
Other Federal	2			
State Government	3			
Local Government	4			
Private	5			
Institutional	6			
Total Scholarship and Fellowship Expenditures (sum of lines 1-6, this total must equal corresponding totals on Part B, line 2, cols 1-3)	7	$	$	$

PART E - Scholarships and Fellowship Expenditures for Fiscal Year

Report all expenditures for scholarships and fellowships from

mental, private, and institutional sources. These include Pel

and SEOGs. SSIGs would normally appear as a State source. Repo

able student aid from another State as a State source. Exclude

Work Study Program expenditures.

Scholarships are defined as grants-in-aid, trainee stipends,

and fee waivers, and prizes to undergraduate students. Also Fel

It does not include funds for which services to the institution must be rendered, such as payment for teaching, or student loans.

COLUMN 1. Unrestricted. Report all expenditures of unrestricted current funds for scholarships and fellowships.

COLUMN 2. Restricted. Report all expenditures of those current funds that were received for the expressed purpose of providing scholarships and fellowships.

COLUMN 3. Total. Report total current funds expenditures by source for scholarships and fellowships. This is the sum of columns 1 and 2.

LINE 1. Federal Government/Pell Grants. Report the amount of Pell Grants disbursed by your institution.

LINE 2. Federal Government/Other Federal. Report all expenditures for scholarships and fellowships, excluding Pell Grants, that were received from Federal government agencies. Include Supplemental Educational Opportunity Grants (SEOGs). Exclude College Work-Study funds. State Student Incentive Grants (SSIGs) would normally appear as a State source.

LINE 3. State Government. Report all expenditures for scholarships and fellowships that were provided by the State.

LINE 4. Local Government. Report all expenditures for scholarships and fellowships that were provided from local governments.

LINE 5. Private. Report all expenditures received from private sour
(e.g., business, foundations, individuals, foreign governments) that we
spent for scholarships and fellowships.

LINE 6. Institutional. Report all expenditures for scholarships a
fellowships that were generated by the institution. Examples inclu
tuition and fees revenues, endowment income, sales and service of educ
tional activities, and other sources. Exclude funds received from gover
mental or private sources (lines 1 through 5, above). The totals on th
line must equal the corresponding totals on Part B, Line 2 Columns 1-

LINE 7. Total Scholarship and Fellowships Expenditures. Report total
scholarships and fellowships expenditures. This is the sum of lines 1-

DEFINITIONS

UNRESTRICTED CURRENT FUNDS. All funds received for which no stipulati
was made by the donor or other external agency as to the purpose f
which they should be expended. (394)

RESTRICTED CURRENT FUNDS. Those funds available for financing operatio
but which are limited by donors and other external agencies to specif
purposes, programs, departments, or schools. Externally imposed restri
tions are to be contrasted with internal designations imposed by t
governing board on unrestricted funds. (394-395)

CURRENT FUNDS REVENUES. This includes (1) all unrestricted gifts, grant
and other resources earned during the reporting period and (2) restrict

resources to the extent that such funds were expended. Current fund revenues do not include restricted current funds received but not expended because these revenues have not been earned. (396)

<u>CURRENT FUNDS EXPENDITURES AND TRANSFERS</u>. The costs incurred for goods and services used in the conduct of the institution's operations. They include the acquisition cost of capital assets, such as equipment and library books, to the extent current funds are budgeted for and used by operating department for such purposes. (402)

<u>EMPLOYEE BENEFITS</u>. Employee Benefits include retirement plans, social security taxes, medical/dental plans, guaranteed disability income protection, tuition plans, housing plans, unemployment compensation, group life insurance, workmen's compensation, and other benefits in kind with cash options. It includes vacation and sick leave to the extent expended.

Questions And Answers

Part A. Current Funds Revenues by Source for Fiscal Year 1987

Q What is a current fund revenue?

A Current funds revenue include all unrestricted gifts and o restricted revenues earned during the fiscal year and re current funds to the extent that they were spent to meet operating expenses. By current operating expenses, we expenses such as payroll, utilities, materials, supplies, ar short-term equipment. Exclude funds received for physica loans, or other capital purposes.

Q Columns (1) and (2) ask for unrestricted and restricted cur funds. How will I know whether the revenues my school rece unrestricted or restricted?

A The source of the funds (i.e., the donor) is the one who pu "restrictions" on funds. The restrictions, if any, will be written, as in a contract or a grant. The restrictions institution (the recipient) how the donor (the source of th wants that money spent. Examples include scholarships and contracts. Examples of unrestricted revenues include tui fee collections, income from sales and services, some gifts, and some endowment income. Please note that reven marked for a specific purpose by your president or board of c are designated funds, not restricted funds.

the fiscal year at my school ends December 31st. Should I report only the finances for the period that coincides with the Federal fiscal year?

No. Give us data for <u>your</u> fiscal year, whether it is the traditional July 1 to June 30th college fiscal year, the Federal fiscal year, the calender year, or whatever. We want data for that fiscal year that ended sometime in 1987. Please note at the top of part A the period of coverage for your fiscal year.

Does line 1, tuition and fees, include Pell Grant money?

Line 1 should include all tuition collections regardless of source, <u>plus</u> waivers and remissions.

Do we also report Pell Grants, Federal appropriations, grants and contracts on line 2?

Yes, but only to the extent expended.

<u>. Current Funds Expenditures for Fiscal Year 1987</u>

Our books tend to be set up to show expenditures for things like payroll, utilities, and supplies. How do these correspond to your functional categories?

Report the salaries and fringe benefits of your institution's staff in the functional category that corresponds to their primary job function. For example, report the salaries of your instructors on line 1, instruction. Report the salaries of your officers (president, treasurer, registrar) and their support staffs on line 3, other expenditures. Report the utility costs for all but your auxiliary enterprises on line 3, also. Expenditures for materials and supplies used in instruction should go to line 1; those for auxiliary enterprises, on line 4; all others go to line 3.

Part C. Utility Expenditures for Fiscal Year 1987

Q Do utility expenditures include the purchase of HVAC units?

A No.

Part D. Library Expenditures for Acquisitions for Fiscal Year 1987

Q Should we include the purchase of books and the librarian's salary?

A Books, yes. Salaries, no.

Part E. Scholarship and Fellowship Expenditures for Fiscal Year 1987

Q Do you want merit-based scholarships here?

A Include all scholarships, including need-based. Exclude loans and college work-study programs.

SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY

(Form SA)

JRPOSE

he purpose of this survey is to collect the numbers, salaries, and benefits of full-time instructional faculty at postsecondary insti-s. The survey produces data on salaries, tenure, and fringe bene-t the institution, state, regional, and national levels. Specific f the data follow.

SES OF DATA

hese data are used by:

The Department of Education's Assistance Management and Procurement Service (AMPS) which makes "frequent use of the salary survey data collected by CS", to save "the Department millions of dollars during the contract negotiation process".

The Office of Tax Analysis, Department of Treasury, in reviewing fringe benefits packages where tax considerations are ongoing.

The Bureau of Labor Statistics (BLS), Department of Labor, in developing its Occupational Outlook Handbook.

Units of the Department of Education, such as the National Institute of Education and the Office of Planning, Budget and Evaluation and Dissemination, in developing financial indicators relating to higher education.

The House Labor and Human R

Civil Rights, and the Burea

State agencies rely on staff, salary, tenure, and fringe benefits data to determine budgets for the State-supported institutions and to make comparative studies with other states.

Professional and educational associations use salary and tenure data to evaluate the mobility of faculty, the differences in salaries between men and women, and the status of the profession.

Institutions use salary and fringe benefits data to establish their own compensation packages. Institution officials study the compensation packages (salaries plus fringe benefits) offered by their peers and/or competitors prior to developing their salary and fringe benefits schedule

C. PERIODICITY

Beginning in 1987, IPEDS will collect salary data on a biennial basis. The due date is November 15th.

D. COVERAGE

PERIOD OF REPORT

This report requests data on full-time instructional faculty employed (including those under contract but not yet in the payroll system) by the institution as of October 1, 1987.

Faculty Included in This Report

1. Members of the Instruction/Research staff who are employed full-time (as defined by the institution) and whose major regular assignment is instruction, including those with released time for research.
2. Instructional faculty on sabbatical leave at their regular salaries even though the faculty member may be receiving a reduced annuity

pay.

4. Chairmen of departments (if they have no other administrative title and hold a faculty rank) at their contracted faculty salary.

Faculty Not Included in this Report

Do not report the numbers, salaries, or fringe benefits for any of the groups of employees listed below:

1. Replacements for those on sabbatical leave.
2. Instructional Faculty on leave without pay.
3. Instructional faculty for preclinical and clinical medicine. If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.

   (NOTE: Instructional faculty in all other health fields, such as dentistry, veterinary medicine, nursing, dental hygiene, etc., should be reported.)
4. Instructional faculty who are employed on a part-time basis. If this statement applies to all instr institution, please mark the a the top of page 1.
5. Instructional faculty (such as members of religious orders) whose services are valued by bookkeeping entries rather than by full cash transactions. If this statement applies to all

instructional faculty at your institution, please mar

appropriate exclusion category at the top of page 1.

6. Instructional faculty who, as members of military organiza

are paid on a different salary scale from civilian emplo

If this statement applies to all instructional faculty at

institution, please mark the appropriate exclusion catego

the top of page 1.

7. Administrative officers with titles such as Dean of Instru

Academic Dean, Dean of Faculty, Dean of Students, Libra

Registrar, Coach, etc., even though they may devote pa

their time to classroom instruction.

8. Undergraduate or graduate students who assist in the instr

of courses, but have titles such as teaching assistant, tea

associate, teaching fellow, etc.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - Salaries and Tenure of Full-Time Instructional Faculty, Aca
Year 1987-88

Faculty should be reported as having 9/10-month, 11/12-mont

less than 9/10-month salaries on the basis of the contracted (teac

period, not on the basis of the number of installments in which sal

are paid. Additional stipends for administrative, managerial, or

responsibilities should not be included in the salary calculation.

		(1)	(2)	(3)	(4)	(5)
ACULTY ON 9/10-ONTH SALARY ONTRACTS						
MEN						
1. PROFESSORS	1					$
2. ASSOCIATE PROFESSORS	2					
3. ASSISTANT PROFESSORS	3					
4. INSTRUCTORS	4					
5. LECTURERS	5					
6. NO ACADEMIC RANK*	6					
TAL MEN (LINES 1-6)	7					$
WOMEN						
1. PROFESSORS	8					$
2. ASSOCIATE PROFESSORS	9					
3. ASSISTANT PROFESSORS	10					
4. INSTRUCTORS	11					
5. LECTURERS	12					
6. NO ACADEMIC RANK*	13					
TAL WOMEN (LINES 8-13)	14					$
TAL FACULTY ON 9/10-NTH SALARY NTRACTS (LINES 7+14)	15					$
CULTY ON 11/12-NTH SALARY NTRACTS						
MEN						
1. PROFESSORS	16					$
2. ASSOCIATE PROFESSORS	17					
3. ASSISTANT PROFESSORS	18					
4. INSTRUCTORS	19					
5. LECTURERS	20					
6. NO ACADEMIC RANK*	21					
TAL MEN (LINES 16-21)	22					$
WOMEN						
PROFESSORS	23					$
2. ASSOCIATE PROFESSORS	24					
3. ASSISTANT PROFESSORS	25					
4. INSTRUCTORS	26					
5. LECTURERS	27					
6. NO ACADEMIC RANK*	28					
AL WOMEN (LINES 23-28)	29					$
AL FACULTY ON 12-MONTH SALARY TRACTS (LINES 22+29)	30					$
ULTY ON LESS THAN 0-MONTH SALARY TRACTS AL MEN AND WOMEN	31					$

o <u>PART A, SECTION I: Faculty on 9/10-Month Salary Contracts</u>. The term, 9/10-month salary contract, applies to faculty who teach for two semesters, three quarters, two trimesters, two four-mont sessions, or the equivalent.

In reporting faculty by academic rank, use the instit designations. Institutions without standard academic r with designations different from those listed should rep instructional faculty in the category, "No

Academic Rank." When re tenure status use the institution's criteria or requi for tenure.

COLUMN (1). Faculty with Tenure. For each line repo number of full-time instructional faculty with tenure.

COLUMN (2). Non-tenured Faculty on Tenure Track. For e line report the number of full-time instructional facu are non-tenured, but are in positions which lead to cor tion for tenure.

COLUMN (3). Non-tenured Faculty Not on Tenure Track. F line report the number of full-time instructional facu are non-tenured and are not in positions which lead to co ation for tenure.

COLUMN (4). Total Number of Faculty. For each line rep sum of columns (1), (2), and (3).

COLUMN (5). Total Salary Outlay. For each line report nearest whole dollar the total salary outlay for those reported in column (4).

o PART A, SECTION II: Faculty on 11/12-Month Salary Contr term, 11/12-month salary contract, applies to faculty e

for the entire year. These faculty members are usually employed for 11 months of teaching.

In Part A, Section II, report the data for full-time instructional faculty on 11/12-month salary contracts. Follow directions for Part A, Section I for reporting data in columns (1) through (5).

o PART A, SECTION III: Faculty on Less Than 9/10-Month Salary Contracts. In Part A, Section III, report data for full-time instructional faculty on less than 9/10-month salary contracts, all ranks combined, total men and women. Follow directions for Part A, Section I for reporting data in columns (1) through (5).

B - Fringe Benefits of Full-Time Instructional Faculty on 9/10- and 11/12-Month Salary Contracts, Academic Year 1987-88

Report the projected fringe-benefit expenditures which will be paid e institution, State or local government to full-time instructional ty during the academic year. Fringe benefits should be reported for those salaried instructional faculty reported in Part A of this ey, excluding those on less than 9/10-month salary contracts (Part A, on III).

The fringe-benefits expenditures
'10-month contracts should be re
r covered in column (2). Similar
ll faculty on 11/12-month cont
n (3) and the number covered in

supplementary or deferred compensation other than salary. The employee's contribution should be excluded when determining the dollar value of fringe benefits. Expenditures should be reported to the nearest whole dollar. When an expenditure is reported for a fringe benefit, the number of persons receiving the benefit should also be reported.

PART B - FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY ON 9/10-MONTH AND 11/12-MONTH SALARY CONTRACTS, ACDEMIC YEAR 1987-88

FRINGE BENEFITS	LINE NO	FACULTY WITH 9/10-MONTH CONTRACTS		FACULTY WITH 11/12-MONTH CONTRACTS	
		EXPENDITURE (IN WHOLE DOLLARS) (1)	NUMBER COVERED (2)	EXPENDITURE (IN WHOLE DOLLARS) (3)	NUMBER COVERED (4)
RETIREMENT PLANS (OTHER THAN SOCIAL SECURITY) VESTED WITHIN 5 YEARS	1	$		$	
VESTED AFTER 5 YEARS	2				
MEDICAL/DENTAL PLANS	3				
GUARANTEED DISABILITY INCOME PROTECTION	4				
TUITION PLAN RESTRICTED ☐ YES ☐ NO	5				
HOUSING PLAN RESTRICTED ☐ YES ☐ NO	6				
SOCIAL SECURITY TAXES	7				
UNEMPLOYMENT COMPENSATION TAXES	8				
GROUP LIFE INSURANCE	9				
WORKMAN'S COMPENSATION TAXES	10				
OTHER BENEFITS IN KIND WITH CASH OPTIONS	11				
TOTAL	12	$		$	

<u>LINES 1 and 2. Retirement Plans (other than Social Security)</u>. Report contributions by the institution, State and local government toward retirement on lines 1 and 2 according to the vesting provisions of the institution's retirement plan. A vested retirement plan is defined as one in which the full amount of the contribution by the institution, State and local government, with accumulations thereon, will be made available as a benefit in case of death while in service and with no forfeiture in case of resignation or dismissal from the institution.

On line 1, report contributions toward retirement if they become veste
in the faculty member not later than the end of the 5th year of full-tim
service at the institution and are not lost to the member if the membe
leaves the institution or moves to another state. If the institution'
retirement vesting provision meets the 5-year criterion, report al
contributions to the retirement plan on line 1 even though some facult
members may have been employed less than 5 years.

On line 2, report expenditures for retirement plans in which the employer'
contribution becomes vested in the faculty member after 5 years or onl
upon retirement.

<u>LINE 3. Medical/Dental Plans</u>. *Report contributions to insurance plan*
which provide for hospital, medical, surgical, or dental care.

<u>LINE 4. Guaranteed Disability Income Protection</u>. Report expenditures,
through insurance or otherwise, for long-term disability income payment
(defined as salary in excess of 6 *months) and not covered in othe*
retirement or insurance plans listed on this form. These payments ar
not to consist of the accumulation of unused sick-leave benefits

<u>LINE 5. Tuition Plan</u>. Report cash payments and the dollar value o
tuition waivers and exchanges for dependents of faculty members to atten
another institution or this institution.
to all children of all faculty members
choice, please check "No" on line 5.
not apply, please check "Yes" on lir
benefit should be the number of faci

rather than the number of faculty members covered by the benefits. If the number of faculty dependents who will receive this benefit in the academic year covered by this report is unknown when this report is being prepared, apply the current rate for the benefit to the number receiving tuition in the previous academic year to derive an estimate.

LINE 6. Housing Plan. Report the expenditures in the form of cash payments or subsidies to faculty members for off-campus or institution-owned housing. If faculty members have the option of choosing off-campus housing, please check "No" on Line 6. If the housing plan only applies to institution-owned housing, please check "Yes" on Line 6. If the number of faculty members who will receive the housing benefit in the academic year covered by this report is unknown when this report is being prepared, apply the current rate for this benefit to the number receiving the housing benefit in the previous academic year to derive an estimate.

LINE 7. Social Security Taxes. If covered by Social Security, report the F.I.C.A. taxes calculated at the rate effective January 1, 1987.

LINE 8. Unemployment Compensation Taxes. Report the taxes (not benefits) to be paid under this law. If the institution is self-insured, report the estimated amount which would otherwise be paid to the State.

LINE 9. Group Life Insurance. Report expenditures by the institution to support the group life insurance program.

LINE 10. Workman's Compensation Taxes. Report the taxes (not benefits) to be paid under this law. If the institution is self-insured, report the estimated amount which would otherwise be paid to the State.

LINE 11. Other Benefits in Kind with Cash Options. Report personal benefits in kind only if the faculty member has, without the impositio of conditions, the option of taking a cash payment if the person prefer to use the money in some other way. Since the objective is the measuremen of income available for personal consumption, as distinct from profession-al purposes, benefits of a professional nature (such as convention travel membership fees, grading assistance, faculty clubs, etc) should not b included.

LINE 12. Total. Report the sum of the figures reported in each of th "Expenditures" columns (1 and 3).

F. EDIT CHECK

The total "Number Covered" is an unduplicated count of person participating in one or more benefit plans (excluding those on line 5) not the sum of all figures reported in each of the "Number Covered columns. Please verify that the number covered on each line of Part (with the exception of line 5) does not exceed the sum of the tota reported on lines 15 and 30 (column 4) in Part A.

DEFINITIONS

INSTRUCTIONAL STAFF. Instruction/Research staff who are employed full time as defined by the institution and whose major regular assignment i instruction, including those with rele

TENURE. Status of a personnel position, or a person occupying a posi

or occupation, with respect to permanence of position.

TENURE TRACK. Positions that lead to consideration for tenure.

Part A - Salaries and Tenure of Full-Time Instructional Faculty, Academi
Year 1987-88

Q I noticed that you've added two new columns for information on non-tenured faculty. How are you defining tenure?

A We ask that you report numbers of faculty by tenure status according to your institution's definition of tenure. We provide a definition of tenure and of tenure track on page 11 of the survey form.

Q Is this report for all our faculty?

A No. We want the numbers and salaries of full-time instructional faculty on 9/10, 11/12, and less than 9/10-month salary contracts. We list the faculty to be excluded for purposes of this survey on pages 3-4 of the survey form.

Q If our institution is in collective bargaining with our teaching faculty at the time this report is due, do you want us to report them at last year's salaries?

A No. We want faculty reported at their contracted salaries for academic year 1987-88. If these salaries are not known, contact CS and/or your State coordinator to tell them when you think you will be able to respond (i.e., when the salaries will be determined)

Q Some of our faculty receive a stipend for handling administrative duties in addition to their contracted teacher's salary. Should we include this stipend?

A No. Report only that portion of their salaries determined by their contracted teaching responsibilities.

Q We have faculty who teach for 9 months but who are paid over months. Should we report them in Section I or II?

A Section I, faculty on 9/10 month contracts.

Part B - Fringe Benefits for Full-Time Instructional Faculty on Month and 11/12 Month Salary Contracts, 1987-88, Men and Women

Q Are different faculty to be included in Part B than those in A?

A No. Report the fringe benefits only for those faculty whose you reported in Part A, Sections I and II.

Q Our institution does not pay into a workmen's compensation fu we're self-insured. Should we report the benefits paid out d 1987-88?

A No. Report the (estimated) amount which would otherwise be p the State. The same is true for unemployment compensa

PURPOSE

Through IPEDS and CS' coordination with the Equal Employment Oppor-
ity Commission, it will be possible for the first time to obtain and
port a comprehensive picture of staff in postsecondary education --
their status -- full-time or part-time and by the type of work they
.

USES OF DATA

CS will use the totals of full-time and part-time staff from the
-6 form for institutions with 15 or more full-time and part-time
loyees and the IPEDS abbreviated staff form for smaller institutions
get an estimate of the total number of individuals employed in the
tsecondary education sector. Uses of the data will also include:

(1) Supplement to the Equal Employment Opportunity Commission's data collection (Form EEO-6);

(2) A comprehensive picture of persons employed in the postsecondary education sector;

(3) Data for postsecondary institutions on the usage of part-time faculty; and

(4) Comparison of staffing patterns by institutional type and control and will permit relationships among financial resources and staff resources to be drawn.

Beginning in 1987, IPEDS will collect staff data biennially. The d

date is November 15th.

D. COVERAGE

All persons on the institution's payroll as of October 1, 1987 a

to be included in this report.

Exclusions - Do not include the following persons in this repor

1. Casual employees.
2. Students in the College Work-Study program.
3. Persons whose services are paid by an outside contractor performing a function for the institution such as custodia maintenance, food service, security, etc.
4. Persons who volunteer or donate services to the institution.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - NUMBER OF PERSONS EMPLOYED BY POSTSECONDARY EDUCATION INSTITUTIONS

Employees as of October 1, 1987 By Primary Occupational Activity [1]	Line No.	Number of Employees: Full-time, Men (1)	Full-time, Women (2)	Part-time, Men (3)	Part-time, Women (4)
Executive, Administrative and Managerial	1				
h)	2				
ants	3				
	4				
s	5				
	6				
	7				
	8				
	9				

n the College Work-Study Program

T A - NUMBER OF PERSONS EMPLOYED BY POSTSECONDARY EDUCATION
TITUTIONS

- Report in columns 1-4 men and women by their full-time/part-time status as of October 1, 1987. This status is to be determined by the institution. The attached definitions should assist in clarifying full-time/part-time status.
- Each employee must be accounted for in one and only one of the primary occupational activity categories in Part A, lines 1-8. If an employee is engaged in two or more separate activities, the employee should be reported in the principal activity. The institution should determine what constitutes the principal activity.

E: If there are no employees in a category, please indicate this with a zero.

The following explanations of categories identified by their line bers will assist in the assignment of employees to primary occupational vity categories.

1. Executive, Administrative, and Managerial

Report all persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily reocgnized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent

to exercise discretion and independent judgement, and t
the work of others. Report in this category all offic
ing titles such as President, Vice President, Dean, D
or the equivalent, as well as officers subordinate t
these administrators with such titles as Associate Dea
tant Dean, Executive Officer of academic departments (de
heads, or the equivalent) if their principal act
administrative.

NOTE: Supervisors of professional employees are includ
while supervisors of nonprofessional employees (technic
ical, craft, and service/maintenance force) are to be
within the specific categories of the personnel they s

<u>Line 2</u>. Faculty (Instruction/Research)

Report all persons whose specific assignments customa
made for the purpose of conducting instruction, rese
public service as a principal activity (or activities),
hold academic-rank titles of professor, associate pr
assistant professor, instructor, lecturer, or the equiv
any one of these academic ranks. <u>If</u> their principal
is instructional, report in this category Deans, Direc
the equivalent, as well as Associate Deans, Assistan
and executive officers of academic departments (chair
heads, or the equivalent). Do not include student as
or research assistants here, but report them on

Report all students employed on a part-time status for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. These positions are typically held by graduate students having such titles as teaching assistant, teaching associate, teaching fellow, or research assistant. Exclude any students in the College Work-Study Program.

4. Professional Non-Faculty

Report all persons employed for the primary purpose of performing academic support, student service, and institutional support activities, whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Includes employees such as librarians, accountants, persons who sell educational services, student personnel workers, counselors, system analysts, and coaches.

5. Technical and Paraprofessionals

Report all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutions, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aids, junior engineers, mathematical aides, licensed practical or vocational nurses, dieticians, photographers, radio operators, scientific assistants, technical illustrators,

technicians (medical, dental, electronic, physical sciences) and similar occupational activity categories which are institutionally defined as technical assignments.

Line 6. Clerical and Secretarial

Report all persons whose assignments typically are associate with clerical activities or are specifically of a secretaria nature. Include personnel who are responsible for interna and external communications, recording and retrieval of da (other than computer programmers) and/or information and othe paper work required in an office, such as bookkeepers, steno graphers, clerk-typists, office-machine operators, statistica clerks, payroll clerks, etc. Include also sales clerks such a those employed full-time in the bookstore, and library cler who are not recognized as librarians.

Line 7. Skilled Crafts

Report all persons whose assignments typically require specia manual skills and a thorough and comprehensive knowledge of th processes involved in the work, acquired through on-the-jo experience or through apprenticeship or othe rograms. Include mechanics and repairers ary engineers, skilled machinists, ers, compositors, and type-setters.

Line 8. Service/Maintenance

Report all persons whose assignments require limited degrees c previously acquired skills and knowledge and who perform dutie which result in or contribute to the comfort, convenience an hygiene of personnel and the student body or which contribut to the upkeep and care of buildings, facilities or grounds o the institutional property. Include chauffeurs, laundry an dry cleaning operatives, cafeteria and restaruant workers truck drivers, bus drivers, garage laborers, custodial personn gardners and groundkeepers, refuse collectors, constructio laborers, and security personnel.

FOR PART B - CONTRACTED OR DONATED SERVICES

If the institution contracts with outside firms for services, eithe in whole or in part, or receives donated services (volunteers, service provided by the Systems Office for which the branch is not charged, etc. which would otherwise be provided by paid employees, check the appropriat box. If a service for which you institution contracts is not listed check "other".

PART B - CONTRACTED OR DONATED SERVICES

Please indicate any services not provided by the employee contracted by or donated to the institution

Check all that apply.

(1) ☐ Faculty (Instruction/Research) (3) ☐ S

(2) ☐ Technical and Paraprofessionals (4) ☐ C

(5) ☐ No services are contrac

F. EDIT SPECIFICATIONS

1. Every cell in Part A, Line 9 columns 1-4 must have a numeric entry. If there are no employees in a category, enter zero.

2. If there is an entry greater than zero in any column, lines 1-8, the line 9 must be greater than zero in the particular column.

Questions and Answers

Q. If an institution hires three graduate students to work on a research project for 20, 30, 40 hours a week, how should they be reported?

A. The institution should define graduate students working as instruction/research assistants who perform services full-time or part-time. These students should be reported as part-time employees regardless of whether they worked full-time or part-time.

Q. How should a cafeteria worker whose duties are cashiering be classified?

A. Even though the employee is included in their manpower resources as a cafeteria worker, the institution should report the employee under the category clerical/secretarial because the activity is of a clerical nature.

Q. If a skilled craftsman is hired to work in an apprenticeship program, and his activities include instructing as well as performing services, should these two activities be considered separately.

A. No. The institution should report the employee in <u>only</u> one category "skilled crafts" category.

Q. Define part-time employee as opposed to ca

A. The institution should define part-
hours worked per week, status of t
or permanent) factors should be c
Casual employees are usually studen
a "crunch", such as at registration
that last only for a day, week, or

libraries in postsecondary institutions.

B. USES OF DATA

The users and use of the data include the following:

- Congress assesses the impact of library grant programs, the need for revisions of present legislation, and the allocation of funds.

- Federal agencies - The Education Department, NCLIS, the National Library of Medicine, and the Library of Congress use the data to evaluate the condition of libraries and to administer programs.

- State Education Agencies coordinate the collection of library data in their States and retain the data for regional and national comparisons of library development, staff salaries, and expenditures.

- College librarians and administrators compare their libraries with other college libraries in such areas as numbers and types of collections, budgets, staff, and salaries. They also use these statistics to plan for effective use of local, State, and Federal funds.

- o Library associations use the information to determine the st of library operations and the status of the profession.

- o Accrediting agencies use the information as evidence that a institution is or is not maintaining a quality program.

- o Research organizations use data for studies on libraries.

- o The National Library of Medicine uses the data to identify number of health science libraries, to project the use of services to other libraries, to prepare documentation for Congressional budget hearings and inquiries, and to eval the impact of the Medical Library Assistance Act on the use trained librarians.

- o The Center for Libraries and Education Improvement uses the data to determine the proportion of Federal Funds to t library and institutional expenditures for assessing mainten of effort and matching requirements, to evaluate exis programs, and to prepare documentations for Congressional bu hearings and inquiries.

- o Staff data are input to supply/demand models for profession and paraprofessional librarians.

C. PERIODICITY

Data for this report will be collected every four (4) years, begin in fall 1988, and will be due November 15th.

Information is reported for the following time peri

(1) Fiscal year 1988 - a 12-month period between June 1, 1987 and September 30, 1988 which corresponds to your institution's fiscal year.

(2) Typical week in fall semester, 1988 - a typical week is one without holidays when the central or main library is open during its regular hours for general use.

(3) Fall 1988 - the point in time in the fall of 1988 when the survey form is being completed.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

GENERAL INSTRUCTIONS

Please respond to each item on this report in the space provided. The Glossary provides definitions of terms used in this report. If ar exact figure is not available for a particular item but the amount is known to be greater than zero, ENTER AN ESTIMATE OF THE AMOUNT and indicate by use of parentheses. Refer to the American National Standard fo Library Information Sciences and Related Publishing Practices-Library Statistics (1983) for information on estimation methods and other defini tion clarifications. Items which are left blank will be interpreted a zero or not relevant to your library. Request help from your busines office providing library expenditure and contracted salary, wage, ar fringe benefit data.

PART A - Number and Hours of Public Service Outlets, Fiscal Year 198

PART A - NUMBER AND HOURS OF PUBLIC SERVICE OUTLETS, FISCAL YEAR 1988

ITEM	LINE NO.	
BRANCH LIBRARIES *(EXCLUDE MAIN OR CENTRAL LIBRARY)*	1	
ANNUAL PUBLIC SERVICE HOURS	2	

BRANCH LIBRARIES (line 1). Report the number of branch libraries at institution that are open all or part of fiscal year 1988. (DO NOT C THE MAIN OR CENTRAL LIBRARY). Branch libraries are auxiliary units w have all of the following: (1) separate quarters, (2) a permanent b collection of books, (3) a permanent staff, and (4) a regular sche for opening to the public. They are, however, administered from a cen unit. (For certain types of institutions, they are part of an institu with the same FICE code as the central library).

ANNUAL PUBLIC SERVICE HOURS (line 2). Report the total hours of pu service of the main or central library and of all branches during fi year 1988. If the main library is open 60 hours per week (60 X 52 w = 3120), less 5 days of 10 hours each closed for holidays, the library total is 3120 less 50 = 3070 hours. If 3 branch libraries also open the same number of hours as the main library (regardles whether or not all facilities are open at the same time) the annual ag gate for the library is 4 x 3070 = 12,280 hours.

PART B - LIBRARY STAFF, FALL 1988
(EXCLUDE MAINTENANCE AND CUSTODIAL STAFF)

STAFF	LINE NO.	NUMBER OF FTE
	3	
STAFF	4	
RVICES STAFF *(TO BE REPORTED ONLY BY PRIVATELY CONTROLLED WHICH ARE AFFILIATED WITH A RELIGIOUS ORGANIZATION)*	5	
ANCE FROM ALL FUNDING SOURCES	6	
THROUGH 61	7	

-TIME EQUIVALENT (FTE) EMPLOYEES. Report the sum of the number of -time employees plus the number of full-time equivalent of the part- employees. To compute full-time equivalents of part-time employees, the number of hours worked by a part-time employee and divide it by number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WEEK. (E.g., 60 hours per week of part-time work divided by 40 s per full-time week equals 1.5 (FTE).

ARIANS (line 3). Report the number of staff members doing work that ires professional training and skill in the theoretical or scientific ct of library work, or both, as distinct from its mechanical or ical aspect. *Include unfilled positions if search is currently* rway.

OTHER PAID STAFF (line 4). Report the total FTE for all other paid ry staff in filled positions in Fall 1988 who are paid annual salar- If professional or nonprofessional staff in your library are paid y wages, yet fill positions which are salaried annually in most libraries, they should also be included. Exclude maintenance and dial staff.

CONTRIBUTED SERVICES STAFF (line 5). Report the total FTE of contribut services staff. Contributed services staff should be reported only religious institutions or institutions affiliated with religious theological organizations. Publicly controlled institutions receivi volunteer or contributed services (if any) should exclude data respecti such services in this report.

STUDENT ASSISTANCE FROM ALL FUNDING SOURCES (line 6). Report the tot FTE for student assistance, by students employed on an hourly basis who wages are charged either to the library budget or to a budget other th the library budget. Exclude maintenance and custodial staff.

TOTAL FTE STAFF (line 7). Report the sum of lines 3 through 6.

PART C - Library Operating Expenditures, Fiscal Year 1988

Part C has been divided into two sections to facilitate reportin All operating expenditures should be reported in Section I, Standa Operating Expenditures, which includes lines for items that appear most library operating budgets. Section II, Selected Special Expenditu es, includes lines for expenditures which may appear in different plac on different library budgets. (For example, online database searchi may be considered collection expenditures in some libraries. In other it may be reported under "other operating expenditures.") Section II a subset of Section I and most likely would have been reported as "oth operating expenditures." They are requested here, however, so that tren in these important areas my be documented.

EXPENDITURES (lines 8-24). Report the funds expended from the librar budget in fiscal year 1988 regardless of when the funds may have bee received from Federal, State, or other resources. Expenditures should b reported for the 12-month period which corresponds to your library' fiscal year between the calendar period June 1, 1987, to September 30 1988. Report all expenditures in whole dollars.

PART C - LIBRARY OPERATING EXPENDITURES, FISCAL YEAR 1988

SECTION 1. STANDARD OPERATING EXPENDITURES

CATEGORY	LINE NO.	(WHO
SALARIES AND WAGES	8	$
FRINGE BENEFITS	9	$
COLLECTIONS PRINT MATERIALS *(EXCLUDE SERIAL SUBSCRIPTIONS AND MICROFORMS)*	10	$
SERIAL SUBSCRIPTIONS *(INCLUDE ALL PHYSICAL FORMATS)*	11	$
MICROFORMS *(EXCLUDE SERIAL SUBSCRIPTIONS)*	12	$
COMPUTER SOFTWARE	13	$
AUDIOVISUAL MATERIALS	14	$
OTHER	15	$
CONSERVATION	16	$
EQUIPMENT	17	$
ALL OTHER OPERATING EXPENDITURES	18	$
TOTAL OPERATING EXPENDITURES *(SUM OF LINES 8 THROUGH 18)*	19	$

o SECTION I: Standard Operating Expenditures

SALARIES AND WAGES (line 8). Report expenditures for full-tim and part-time salaries and wages before deductions, but exclud fringe benefits provided by your institution for all regula library staff. Exclude contributed services, maintenance and custodial staff, and students serv

FRINGE BENEFITS (line 9). I for all library staff whos line 8. Fringe benefits ar

the form of supplementary or deferred compensation oth
salary. The employee's contribution should be exclude
determining the dollar value of fringe benefits. Fring
fits include: retirement plans, medical plans, gua
disability income protection plans, tuition plans,
plans, social security taxes, unemployment compensation
group life insurance plans, workmen's compensation, an
benefits in-kind with cash options. If these benefits
paid from the library budget, please enter zero.

PRINT MATERIALS (line 10). Report expenditures for all
als consisting primarily of words and usually produ
making an impression with ink on paper. Included
cateogry are materials that do not require magnifi
books, government documents, braille materials, ephemera
materials, and the like. Exclude serial subscriptio
microforms.

SERIAL SUBSCRIPTIONS (line 11). Report expenditures f
publications issued in successive parts, usually at
intervals, and as a rule, intended to be continued indefi
Serials include periodicals, newspapers, annuals (report
yearbooks, etc.), memoirs, proceedings, and transacti
societies; they may include monographic and publishers'

MICROFORMS (line 12). Report expenditures for all photo
reproductions of textual, tabular, or graphic materials
in size so that they can be used only with magnificatio

ent materials (roll microfilm, aperture cards, microfiche, and ultrafiche) and reproductions on opaque materials, Exclude serial subscriptions.

COMPUTER SOFTWARE (line 13). Report expenditures for all programs, procedures, and associated documentation that instruct the computer to perform certain tasks. This excludes the physical components of a computer (hardware).

AUDIOVISUAL MATERIALS (Line 14). Report expenditures for all library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic materials, audio materials, motion pictures, video materials, and special visual materials such as cartographic and three-dimensional materials.

OTHER (line 15). Report any expenditures for other collection materials not placed in lines 10 to 14.

CONSERVATION (line 16). Report any expenditures spent on specific meausres, individual or collective, undertaken for the repair, maintenance, restoration, or protection of library materials, including but not limited to binding and rebinding, materials conversion, deacidification, lamination, and restoration.

EQUIPMENT (line 17). Report expenditures for all library equipment purchased during the 1987 fiscal year. Include microform equipment, audiovisual equipment and computer related equipment.

es for travel, rental, leases, insurance, postage and
printing, replacement of equipment and furnishings,
and membership costs and students working on an hour
Exclude expenditures for utilities, plant maintenance
ation, and capital outlay.

TOTAL OPERATING EXPENDITURES (line 19). Report the sum
8-18.

EDIT CHECK. The total reported on line 9 must be
that reported on line 8.

SECTION II. SELECTED SPECIAL EXPENDITURES

COMMUNICATIONS POSTAGE	
TELECOMMUNICATIONS	
CONTRACTED COMPUTER SERVICES	
ONLINE DATABASE SEARCHING	
COMPUTER HARDWARE	

o SECTION II: Selected Special Expenditures. (Note:
expenditures should have been included in lines 8-18)

POSTAGE (line 20). Report all expenditures for po
delivery, including U.S. Mail and commercial deliver
during the 1988 fiscal year.

TELECOMMUNICATIONS (line 21). Report any separately
expenditures for all types of telephone services an
services as electronic mail, teleconferencing, tele
teletype, telex, etc.

CONTRACTED COMPUTER SERVICES (line 22). Report any costs related to purchased library services done for your library on computers by a computerized library network, computerized cooperative library organization, or by a commercial organization providing library services. Telecommunications costs may be included.

ONLINE DATABASE SEARCHING (line 23). Report any expenditures for all reference transactions in which the source utilized is one or more databases searched online by computer.

COMPUTER HARDWARE (line 24). Report any costs related to the purchase of computers, printers, or any physical component of the computer.

EDIT CHECK. The calculated sum of lines 20 through 24 must be less than the sum reported on line 19.

PART D - LIBRARY COLLECTIONS, FISCAL YEAR 1988

CATEGORY	LINE NO.	TOTAL NUMBER ADDED DURING FISCAL YEAR (1)	TO... F...
BOOKS, BOUND SERIALS AND GOVERNMENT DOCUMENTS *(INCLUDE BOUND PERIODICALS AND NEWSPAPERS AND EXCLUDE MICROFORMS)* NUMBER OF VOLUMES	25		
NUMBER OF TITLES*	26		
NUMBER OF GOVERNMENT DOCUMENT TITLES* *(NOT REPORTED ON LINES 25 AND 26)*	27		
CURRENT SERIAL SUBSCRIPTIONS *(INCLUDE PERIODICALS, NEWSPAPERS AND GOVERNMENT DOCUMENTS)* NUMBER OF TITLES*	28		
MICROFORMS NUMBER OF BOOK TITLES* REPRESENTED BY MICROFORMS	29		
NUMBER OF SERIAL TITLES REPRESENTED BY MICROFORMS*	30		
NUMBER OF GOVERNMENT DOCUMENT TITLES* REPRESENTED BY MICROFORMS AND NOT ALREADY COUNTED	31		
TOTAL NUMBER OF PHYSICAL UNITS (NOT TITLES) OF ALL TYPES OF MICROFORMS	32		
MANUSCRIPTS AND ARCHIVES (IN LINEAR FEET)	33		
CARTOGRAPHIC MATERIALS, NUMBER OF UNITS	34		

PART D - LIBRARY COLLECTIONS, FISCAL YEAR 1988 (CONTINUED)

GRAPHIC MATERIALS, NUMBER OF UNITS	35		
AUDIO MATERIALS, NUMBER OF TITLES*	36		
FILMS, NUMBER OF TITLES*	37		
VIDEO MATERIALS, NUMBER OF TITLES*	38		
MACHINE READABLE MATERIALS, NUMBER OF TITLES*	39		
OTHER LIBRARY MATERIALS, NUMBER OF TITLES*	40		

PART D - Library Collections, Fiscal Year 1988

TOTAL NUMBER ADDED DURING FISCAL YEAR (Column 1). Report the number of each cateogry added. Do not subtract the number withdrawn.

TOTAL NUMBER HELD AT END OF FISCAL YEAR (Column 2). Report the total number of each category held at end of fiscal year.

VOLUMES (line 25). Report the number of volumes of any printed, typewritten, handwritten, mimeographed, or processed work, contained in o binding or portfolio, hardbound or paperbound, which has been cataloge classified, or otherwise made ready for use.

TITLES (line 26). Report the number of titles of any publication whi forms a separate bibliographic whole, whether issued in one or sever volumes, reels, disks, slides, or parts. It applies equally to print materials, such as books and periodicals, as well as to audiovisu materials and microforms. Report the number of items for which a separa shelflist entry has been made. (SHELFLIST: A record of materials in

library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six monographs for which six shelflist entries have been made count as six titles; and two multivolume sets of the same edition for which one shelflist entry has been made count as one title.

GOVERNMENT DOCUMENT TITLES (line 27). Report the number of materials in book, serial, or other form of library materials that are published by a government agency. These include publications of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint representatives (e.g. the United Nations, Organizations of American States, and the Erie Basin Commission).

Government documents that are cataloged and shelved with the regular collection should be reported on lines 25 and 26. Only government documents that are organized separately should be reported on line 27.

CURRENT SERIAL SUBSCRIPTIONS (line 28). Report the number of different titles subscribed to, and not the number of individual issues (exclude duplicate subscriptions). Include periodicals, newspapers, and government documents issued serially.

MICROFORMS (lines 29-31). Report the number of different titles of materials for each of the different categories that have been photographically reduced in size for storage, protection, and inexpensive publication purposes, and which must be read with the help of enlarging instruments.

Examples of microforms are: microfilm, microcard, and microfic

are also called microcopy and microtes. Exclude duplicat

PHYSICAL UNITS OF ALL TYPES OF MICROFORMS (line 32). Report th number of physical units (not titles) of all types of m

MANUSCRIPTS AND ARCHIVES (line 33). Report the linear feet of occupied by these materials. Manuscripts are handwritten documents, including carbon copies. Archives are noncurrent r an organization or institution preserved because of their value.

CARTOGRAPHIC MATERIALS (line 34). Report the number of units of representing in whole or in part the earth or any celestial bo scale. These materials include two- and three-dimensional globes.

GRAPHIC MATERIALS (line 35). Report the number of units of viewing without sound. The materials may or may not be pro magnified. They include art originals, art prints, art repr slides, transparencies, filmstrips, photographs, pictures, posters, study prints, and the like.

AUDIO MATERIALS (line 36). Report the number of titles of ma which sounds (only) are stored (recorded) and that can be (played back) mechanically, electronically, or both. These include audiocassettes, audiocartridges, audiodiscs, audioreel books, and other sound recordings.

create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Films are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, reel).

VIDEO MATERIALS (line 38). Report the number of titles of materials on which both picture and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIALS (line 39). Report the number of titles of materials in a form designed to be processed by a machine, usually a computer, either as input or as output, that have data recorded on them in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and disks, and digital videodisks. These materials exclude computer outputs that are eye-legible or can be read with magnification. Include microcomputer software in this category.

OTHER LIBRARY MATERIALS (line 40). Report here any materials not already included on lines 25-39.

PART E - LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 1988

CATEGORY	LINE NO
CIRCULATION TRANSACTIONS GENERAL COLLECTION	41
RESERVE COLLECTION	42
INTERLIBRARY LOANS PROVIDED TO OTHER LIBRARIES	43
RECEIVED FROM OTHER LIBRARIES	44

PART E - Library Loan Transactions, Fiscal Year 1988

CIRCULATION TRANSACTIONS (lines 41-42). Report the number of from the general (line 41) and reserve (line 42) collectio library separately, for use usually (although not always) ou library. *These activities include charging, either manually or* cally, and also renewals, each of which is reported as a c transaction.

INTERLIBRARY LOANS (lines 42-44). Report the number of transa which library materials, or copies of the materials, are made by one library to another upon request. Loans include both (line 43) and receiving (line 44). Libraries involved in the library loans cannot be under the same administration or on campus.

PART F - LIBRARY SERVICE PER TYPICAL WEEK, FALL 1988

CATEGORY	LINE NO	
PUBLIC SERVICE HOURS	45	
ATTENDANCE IN LIBRARY	46	
IN LIBRARY USE OF LIBRARY MATERIALS	47	
REFERENCE TRANSACTIONS	48	
DIRECTIONAL TRANSACTIONS	49	
INFORMATION SERVICE TO GROUPS NUMBER OF PRESENTATIONS	50	
NUMBER OF PERSONS SERVED IN PRESENTATIONS	51	
ONLINE DATABASE SEARCHES	52	

PART F - Library Service Per Typical Week, Fall 1988

Collect data during a typical week in the fall and report the r here. A typical week is defined as a week in which the library i for its regular hours and contains no holidays. It is seven conse calendar days, from Sunday through Saturday, or whatever days the l is *normally open that period. If data available for an entire year than for a typical week, then estimate a weekly count by dividi* annual figure by 52.

PUBLIC SERVICE HOURS (line 45). Report an unduplicated count o main library and branches using the following method. If a libr open from 9:00 a.m. to 5:00 p.m. Monday through Friday, it should 40 hours per week. If several of its branches are also open during *hours, the figure remains 40 hours. Should Branch A also be op evening from 7:00 and 9:00, the total hours which users can find s* becomes 42. If Branch B is open the same hours on the same even total remains 42 but if it is open 2 hours on another evening, o 5:00 to 7:00 on the evening when Branch A is open later, the total b 44 hours during which users can find service.

ATTENDANCE IN LIBRARY (line 46). Report the total number entering the library per typical week, including persons atten ity, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS (line 47). Report the to of *materials utilized in the library but not checked out.* Thes include reference books, periodicals, book stock, AND ALL OT MATERIALS THAT ARE USED WITHIN the library. (For a method in-library use please refer to Output Measures for Public Lib 1982.)

REFERENCE TRANSACTIONS (line 48). Report the total number o transactions. A reference transaction is an information co involves the knowledge, use, recommendations, interpretation, tion in the use of one or more information sources by a me library staff. Information sources include printed and non-p erials, machine-readable databases (including computer assist tion), catalogs and other holdings, records, and through commu referral, other libraries and institutions, and persons both outside the library. Include information and referral se contact that includes both reference and directional service reported as one reference transaction. When a staff memb information gained from a previous use of information sources question, report as a reference transaction, even if the so consulted again during this transaction. Duration should element in determining whether a transaction is reference or c

transactions. A directional transaction is an information contact which facilitates the use of the library in which the contact occurs and which does NOT involve the knowledge, use, recommendation, interpretation, or instruction in the use of any information sources other than those which describe the library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instruction in locating, within the library, staff, library users, or physical features, etc., and giving assistance of a non-bibliographic nature with machines.

INFORMATION SERVICE TO GROUPS (line 50-51). Report the total number of presentations (line 50), and the total number of persons served by those presentations (line 51). An information contact is one which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises should be included, as long as they are sponsored by the library. Do not include meetings sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCHES (line 52). Report the number of reference transactions in which the source utilized is one or more databases searched online by a computer. These should also be included on line 48.

EDIT CHECK. If data is reported on line 50, data should also b
on line 51 and vice versa. The total reported on line 46 mus
or greater than that reported on line 51.

DEFINITIONS

BOOKS. Nonperiodical printed publications bound in hard or sc
or in loose-leaf format, of at least forty-nine pages, exclus
cover pages, or a juvenile nonperiodical publication of any le
in hard or soft covers.

BOUND PERIODICALS. A publication in any medium intended
indefinitely at regular or stated intervals, generally more
than annually. Individual issues are numbered consecutively or
normally contain separate articles, stories, or other writing
include newspapers disseminating general news, and the pr
papers, or other publications of corporate bodies primari
to their meetings.

LIBRARY. An organized collection of printed, microform, and a
materials which (a) is administered as one or more units, (b)
in one or more designated places, and (c) makes printed, micr
audiovisual materials as well as necessary equipment and ser
staff accessible to students and to faculty. This includes uni
the above definition which are part of a learning resour

NEWSPAPERS. Those serials that are designed mainly to be a prin
of written information on current events. They may also incluc

as well as illustrations, advertisements, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

RESERVE COLLECTION. Those materials that have been removed from the general library collection and set aside in a library so that they will be on hand for a certain course of study or activity in process. Usually, the circulation and the length of loan of items in a reserve collection are restricted so that these items will be available to many users who have need of them within a limited time period.

SERIALS. Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies, they may include monographic and publishers' series.